DOCUMENT RESUME

ED 326 317 PS 019 254

AUTHOR Crowther, Ingrid C.
TITLE Increasing Awareness of Developmentally Appropriate Practices in the Early Childhood Education Community through Pre-Service and In-Service Training Programs.
PUB DATE 90
NOTE 227p.; Ed.D. Practicum, Nova University.
PUB TYPE Dissertations/Theses - Practicum Papers (043) -- Tests/Evaluation Instruments (160)

EDRS PRICE MF01/PC10 Plus Postage.
DESCRIPTORS Child Caregivers; Community Colleges; *Early Childhood Education; Foreign Countries; *Inservice Teacher Education; Practicums; Preschool Teachers; *Preservice Teacher Education; Theory Practice Relationship; Two Year Colleges
IDENTIFIERS *Developmentally Appropriate Programs; Ontario

ABSTRACT

This practicum report describes a community college program developed for the purpose of increasing the awareness of early childhood personnel in a central Ontario (Canada) community concerning the benefits of developmentally appropriate practices. The need for the program arose from a discrepancy between the emphasis in community college courses on implementing child-initiated activities, and the prevalence of teacher-directed activities in classrooms used for students' practicum placements. In-service training included a course designed to increase practitioners' skills in designing developmentally appropriate environments and the establishment of a support group for practitioners. A third-year specialist program was also initiated at the community college. The pre-service program was changed in such a way that it more closely linked theory and practice. Evaluation of the program yielded positive results. (PCB)

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Increasing Awareness of Developmentally Appropriate Practices in the Early Childhood Education Community Through Pre-Service and In-Service Training Programs

by

Ingrid C.Crowther

Cluster 28

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A Practicum II Report presented to the Ed.D. Program in Early and Middle Childhood in partial Fulfillment of the Requirements for the Degree of Doctor of Education

NOVA UNIVERSITY

1990

PS 021

PRACTICUM APPROVAL SHEET

This practicum took place as described.

Verifier: Ray Michol

Chairman of Community Studies

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Belleville, Ontario

June 8, 1990

This practicum report was submitted by Ingrid C. Crowther under the direction of the advisor listed below. It was submitted to the Ed.D. Program in Early and Middle Childhood and approved in partial fulfillment of the requirements for the degree of Doctor of Education at Nova University.

Approved:

Date of Final Approval of Report

Dr. Marilyn Segal, Ph.D., Advisor

ACKNOWLEDGMENT

I would like to thank all those individuals who helped to make this practicum possible: Dr. Marilyn Segal for her help and encouragement; Joan Davis for all her help in setting up the various programs at Loyalist College; Ray Michol for his understanding and encouragement; and to my son and mother for their continued support and patience.

Ingrid C Crowther

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ABSTRACT

A program was developed to increase the awareness in the Early Childhood Community of the benefits for children and adults, of developmentally appropriate practices. All components of the program utilized objectives, strategies, and materials that were developmentally appropriate for adults. Evaluation of all program components yielded positive results.

Implementation for in-service training included a course to increase practitioners' skills in designing developmentally appropriate environments, and the establishment of a support group for practitioners, which was a credit course at a community college. In addition, a third year specialist program, the Community Resource Consultant Certificate Program was initiated.

Implementation for pre-service training included curriculum changes in the first year of the early childhood education program, in which two courses were combined to enhance generalization by the students and to link more closely the theory and the practice. Another change was to offer workshop experiences to students to model developmentally appropriate practices.

The yearly conference for faculty and support staff of the early childhood education programs in Ontario community colleges was organized around the theme of developmentally appropriate programs for adults and for children. Workshops to parents and care givers were implemented to enhance understanding of the value of play and the use of self-made, developmentally appropriate play materials and activities for the young child.

CHAPTER 1

INTRODUCTION

Description of Community

The writer was employed as a teaching master, in early childhood education at a community college in a small city in Central Ontario. Within a radius of fifty miles, the college serviced a population of 263,437. According to Census Canada, 1988, the majority of the ethnic population was of British origin, 92.9%, with a small percentage of French, 1.5% and the rest, of other origins. Sources of income within this area stemmed from some major manufacturing industries, the armed services and from tourism. Occupations within this area were related to clerical, managerial/administrative production/repair, construction work, and to positions within the armed services. The majority of the families were within the low income salary ranges, with a per capita income of $14,752. 74.5% of the population were family households, with 11.7% lone parent families, and 36.7% with no children in the family. 92.1% of the labour force was employed. 45.2% of the population, had a grade 9-13 education, 13.4% had less than a grade 9 education. 26% had other non-University education and 8.6%, had a university education.

Within the last year, this area had attracted some

major big business. It was estimated, that this would create a minimum of 1700 new jobs.

This area was also chosen, as a result of a province wide competition, to be one of five centers "to receive provincial funding through the Ministry of Culture and Communications to initiate a full-scale cultural master plan study". (Intelligencer, July 4, 1989). The summary of the findings indicated that this area has a high level of artistic activity relative to its size. Cultural groups had been in operation for as long as twenty years and new groups were continually forming. However, visual art facilities and funding lagged behind all other centres of comparable size.

Within the last two years, junior kindergarten classes for four year olds, were established within most school districts in this area. There was a resultant decrease of the establishment and maintenance of preschool nursery programs. Most early childhood education programs in operation, provided daycare facilities. Additionally, there was a growing political awareness within the province, of the need for more adequate child care services for young children. This awareness was enhanced by the media. McIntosh and Rauhala, 1989, identified some of the quality issues in a series of four articles in the Globe and Mail newspaper.

In summary, this area seemed to be on the verge of expanding rapidly in population, in cultural activities,

and in educational activities.

Writer's Work Setting and Role

The faculty of the two-year early childhood education training program had an academic teaching load and was required to supervise and evaluate student teachers within their practicum settings. The practicum settings were full-day and half-day programs for young children. Opportunities existed for specialized practicum experiences for student teachers. These could have been in integrated settings for exceptional children or in a practicum experience which gave students opportunities to visit private home day care givers and also to plan and implement relevant workshops for this group. Additionally, students could have been placed within Junior/Senior Kindergarten or Grade One programs. These were also considered specialized placements.

As part of their training, early childhood education students were required to have four different practicum experiences within their two-year program. Only one of these could be a specialized placement. The college utilized twenty practicum locations within the community. This included four small urban centers and a number of rural locations. More detailed summaries of the sixteen practicum locations are presented in Figures 1 to 4.

Type of Centre	Types of Families Serviced	Age Range	Number Licensed	Actual Enrollment
day care	-native children -low income, single parent -professional parents	2-6	24-64	17-65
nursery	-single parent -professional parents -low income	2.4-8	16	45-155 per week
elementary school	-range of socio-econmic status, educational levels and marital status	4-7	n/a	12-25
private home day care	-professional families -well educated	18 mos to 6	22-24	20-24
resource centre	-professional families -well educated -interested in giving head start to their children	infant to 5	n/a	varies on day to day basis
drop-in	-parents returning to school to complete high school	3 mos to 5	8-16	8-16

Figure 1 - Enrollment Information

Type of Centre	Handicapped Services and Enrollment	Admission Policies and Geographic Area
day care	-two centres offered services for developmentally delayed children with resource teacher help -two centres offered services for hearing impaired and language delays -no services for any for physically handicapped -special populations down syndrome, hearing impaired language impaired	-children must be toilet trained -parents must provide own transportation -3 centres required residency within city area, other centres had no geographic area restrictions -one centre required parent help with funding -one centre required Indian status for admission -one centre provided bus services for children
nursery	-only one centre offered services to all types of handicaps and has a variety of handicapped children enrolled	-except for one centre, all centres require parents to provide transportation, children to be toilet trained -no restrictions on geographic area
elementary schools	-all types of handicaps with resource help -speech and language problems, spina befida, hyperactivity and asthmatic	-must be 4 or 5 years old before or on Dec. 31 -must live within county -usually must enroll within school area, unless enrollment of school is low
private home day care resource centres drop-in centres	-no special services provided -no handicapped children enrolled	-no special admission requirements -no geographic area requirements -parents provide own transportation

Figure 2 - Admission Policies

Type of Centre	Type of Board and Board Structure	Staff Experience Qualifications	Salary Range
day care nursery resource centre drop-in centre	-mostly volunteer boards of 4-9 members serving from 2 to an indefinite no. of years -one centre was operated by an Indian band -one centre was operated by the Social Services Committee with membership appointed by County Council	-experience ranged from 0-16 years -most employees have ECE qualifications -two employees had some ECE courses, both employed at same centre -one untrained	-4 centres low range -majority medium range -4 centres high range
private home day care	-privately owned and operated	-all employees with ECE qualifications -one with B.A. in child studies -one with B.A. + ECE -experience from 2-12 years	-medium range
elementary school	school board	-teacher assistants had teacher certificate or ECE diploma -adult supervisors had some ECE courses -experience 8-12 years -teachers all had B.A. and teacher certification -experience 20-22 years	-teacher assistants and adult supervisors were in low range -teachers high (twice as much as high range in previous categories)

Figure 3 - Board/Staff Structures

Type of Centre	Teaching Approach	Parental Involvement	Physical Setting	Reason for Participation
day care nursery private home day care drop-in centre resource centre	-centers indicated combination-child directed/ teacher-directed activities -range or 20% to 80% teacher-directed activities reported	-encouraged to help on special occasions, field trips -informal conversation at drop-off/ pick-up time -parent information boards -parent evenings, average of 2 a year -one centre sent home monthly calendars -two centres encouraged parents to drop in any time -making of play equipment -resource centre encourages parents to participate during children's activities	-4 centres with two floors -4 centres with one room only -all had indoor/ outdoor facilities -set up ranged from use of rooms by use or age and by setting up of interest centres -nursery locations had access to outdoor play areas and some had separate indoor gym areas	-new trend -aid integration into kindergarten -ready for a change as a staff -gain more information about new approaches to learning -gain new ideas/insight to enhance program -develop new teaching strategies -help in the gradual transition toward more child-directed programming -learning to set up more child-directed environments -staff training -gain hands on experiences
elementary	-4 year old child-directed -5 & up, increased teacher-directed activities	-volunteers helped in daily routines -interviews -field trips -open door	-one large room -interest centres & formally structured classroom set-ups	-change of philosophy in teaching children lack experience with child-directed activities

Figure 4 - Philosophies of Centres

The college was in the planning stages for the building of an on campus 'Lab School', scheduled to open during September of the next calendar year. It was anticipated that this would be a daycare centre licensed for 32 children, 6 infants, 10 toddlers and 16 preschoolers. The centre would provide day care needs primarily for student populations, with some additional spaces for staff and faculty use. Additionally, the centre would provide for the training needs of the early childhood education students.

Student enrollment within the ECE program had doubled in the last five years. A further increase was expected in the next semester. Projected September enrollment was 80 first year students and about 30 second year students.

The College hired six full-time and a number of part-time faculty. One of the full-time positions was the position of the coordinator. The number of part-time faculty hired, depended directly on student enrollment, with the exception of faculty hired for a few specialized curriculum areas, such as English and basic computer skills. See Table 1, year 1, and Table 2, year 2, for an overview of the early childhood education program.

The writer's teaching responsibilities included the teaching of the following courses; Observation and Assessment, Developmental Curriculum I and II, and Introduction to Psychology and Child Development.

Table 1 - Overview of Year 1 ECE Program

SEM	COURSE NAME	CREDITS	HRS./WK.
I	Communications I - ECE	3	2+2
	Observation & Assessment	3	3
	Intro. Psychology & Child Dev.	3	3
	Preschool Methods	3	3
	Intro. to ECE	3	2
	Practice Teaching I	3	8
	Intro. to Microcomputers	3	3
	First Aid Requirement	P/F	
	Practicum Seminar I	2	2
II	Communications II - ECE	3	2+2
	Developmental Curriculum I	4	4
	Child Development	4	4
	Children's Literature	2	2
	Music and Physical Education	3	3
	Practice Teaching II	8	8+8
	Practice Teaching Seminar II	2	2

Table 2 - Overview of Year 2 ECE Program

SEM	COURSE NAME	CREDITS	HRS./WK.
III	Developmental Curriculum II	4	4
	The Exceptional Child	3	3
	Health & Nutrition	3	3
	Child Care Issues	3	3
	Sociology/Family	4	4
	Day Care/Infant Programs	3	3
	Child Protection	2	2
IV	**PRACTICUM I & II: One or two practicum locations were assigned as follows:**		
	Practice Teaching III	10	35
	Practice Teaching IV	10	35
	Comprehensive ECE Program Project	10	
	Year II Seminar	4	4

CHAPTER 2

THE STUDY OF THE PROBLEM

Problem Description

The emphasis of the academic program at the college centered around child-directed/child-initiated activities. However, the model that was perpetuated within the practicum community, centered around teacher-directed activities. All centres used for the students' practicum experiences, with the exception of the Junior Kindergarten placements, ranged from 20 to 80% teacher-directed activities. These percentages were reported by the practitioners, see Figure 4. Junior Kindergarten programs used the child-directed/child-initiated approach to learning. Only five such sites were being used. Thus, the early childhood education student had very little opportunity to become involved in a practicum experience, that more closely related to the theoretical model taught in the two-year academic program.

Additionally, although the academic program stressed child-directed activities, many of the individual courses taught, were taught in a structured, traditional lecture-competency test manner. Not only did the students lack opportunities to view or participate in more child-directed programs, but they also did not have opportunities to participate in an academic model that

more closely resembled the model they were expected to implement.

Practitioners in the field had little opportunity to change their status quo. Centres operated very much in isolation. There were no post diploma courses offered through the college. There were few attempts to organize meetings, seminars or conferences for practitioners. Practitioners lacked the financial means, the motivation, and the opportunity to learn more about their field. Long hours of work, low pay, and lack of upward mobility were all key factors. There was little pressure to change. Few parents asked questions or complained about the type of program their children were receiving.

Therefore, the problem identified was to modify the teaching strategies within the centres of the early childhood community in this area, both for children and for adults, so that a greater proportion of the day might be devoted to child-directed/adult-directed activities.

Problem Documentation

Several techniques were used to document the existence of the problem. Practitioners, who had attended a six week course at the college, were asked to use a child-directed rating scale, see Appendix A, to try to identify, how child-directed they perceived their individual centres to be. Sixteen centres participated. Practitioners' responses to nine categories were

recorded. These categories were, circle time, gross motor activities, creative activities, blocks, time-table, adult interactions, interactions with parents, painting, and snack time. Other categories such as science, sand, drama, music, and water activities were not used, because of a low response rate to these items, ie. less than four total responses.

Twenty questionnaires, see Appendix B, were distributed randomly to twenty primary teachers. Five questionnaires were distributed to each of the following grade levels; kindergarten, Grade 1, Grade 2 and Grade 3. The purpose of these questionnaires was to see how developmentally appropriate the teachers felt their programs were.

A different format for documenting the existence of the problem was used for the day care teachers and the elementary school teachers, because of the different expectations placed upon the practitioners within the two locations. It was felt that each tool used, was more appropriate to the population it was used with.

Additional information was gathered through informal observations by faculty of the practicum locations. With the exception of Junior and Senior Kindergarten classes, other locations had few if any sand/water/ drama/science/carpentry activities for children to use on a regular basis. This was confirmed by the low rate of

response to these categories on the child-directed rating scale.

An interesting speculation of why the day care teachers were not using more developmentally appropriate practices with the children enrolled in their programs might be, that their own teacher training experiences had not been developmentally appropriate and therefore, these individuals lacked an appropriate model to emulate. This might also account for the high attrition rates of the early childhood education program as listed below.

Year	Enrollment in 1st year	2cnd year
1	56	22
2	56	28

Results

The results of the child-directed rating scale were tabulated in Figures 5 and 6. Series A to E, circle, gross motor, creative, block, and time-tabling activities respectively were recorded in Figure 5. Series A to D, adult interactions, interactions with parents, painting and snack-time activities were recorded in Figure 6. With the exception of gross motor activities, all other activities seemed to be clumped around choice categories two and three. Choice categories ranged from a low of one to a high of five. It is therefore evident, that practitioners perceived themselves to be low in the

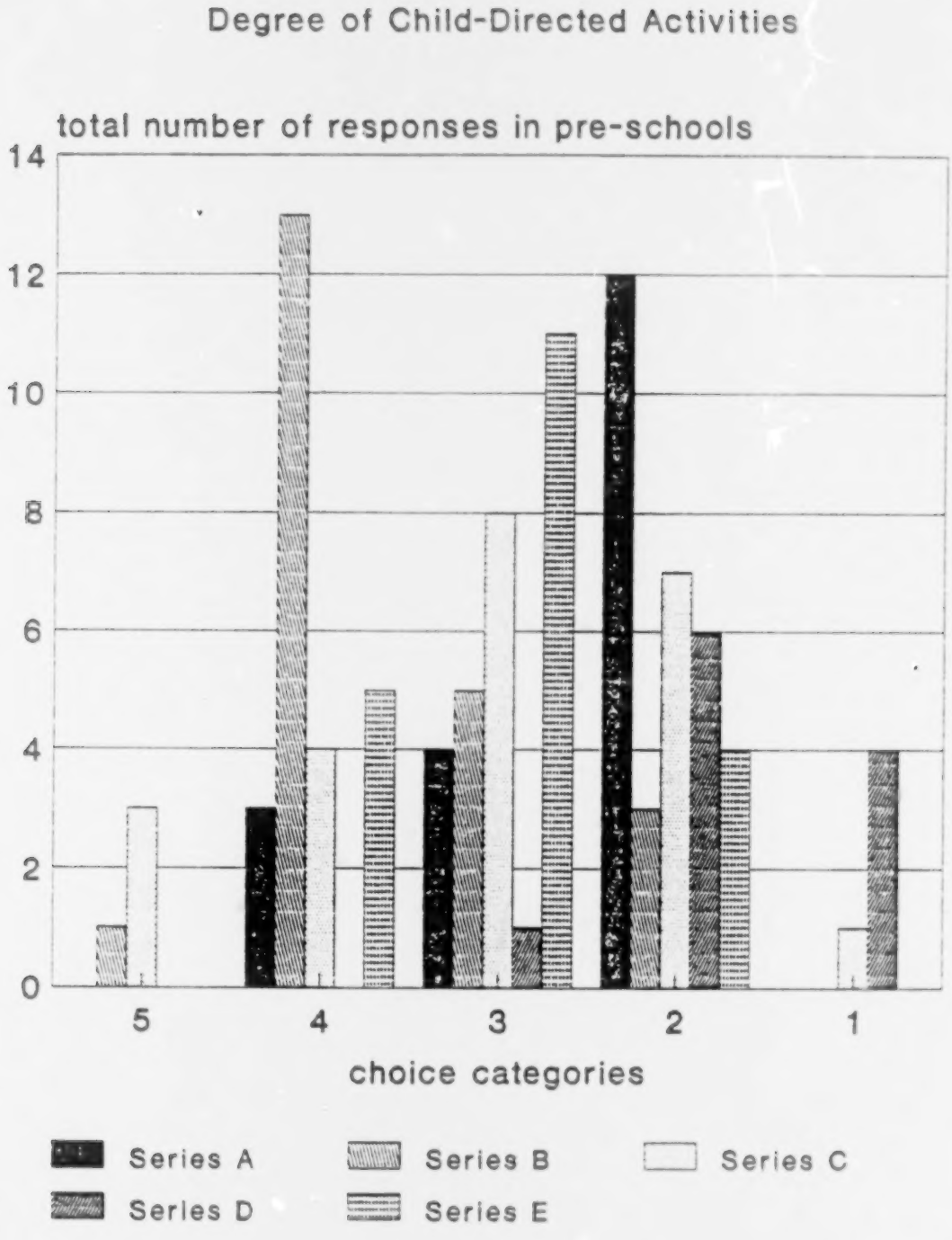
Degree of Child-Directed Activities
total number of responses in pre-schools
14
12
10
8
6
4
2
0
5
4
3
2
1
choice categories
Series A
Series B
Series C
Series D
Series E

Figure 5

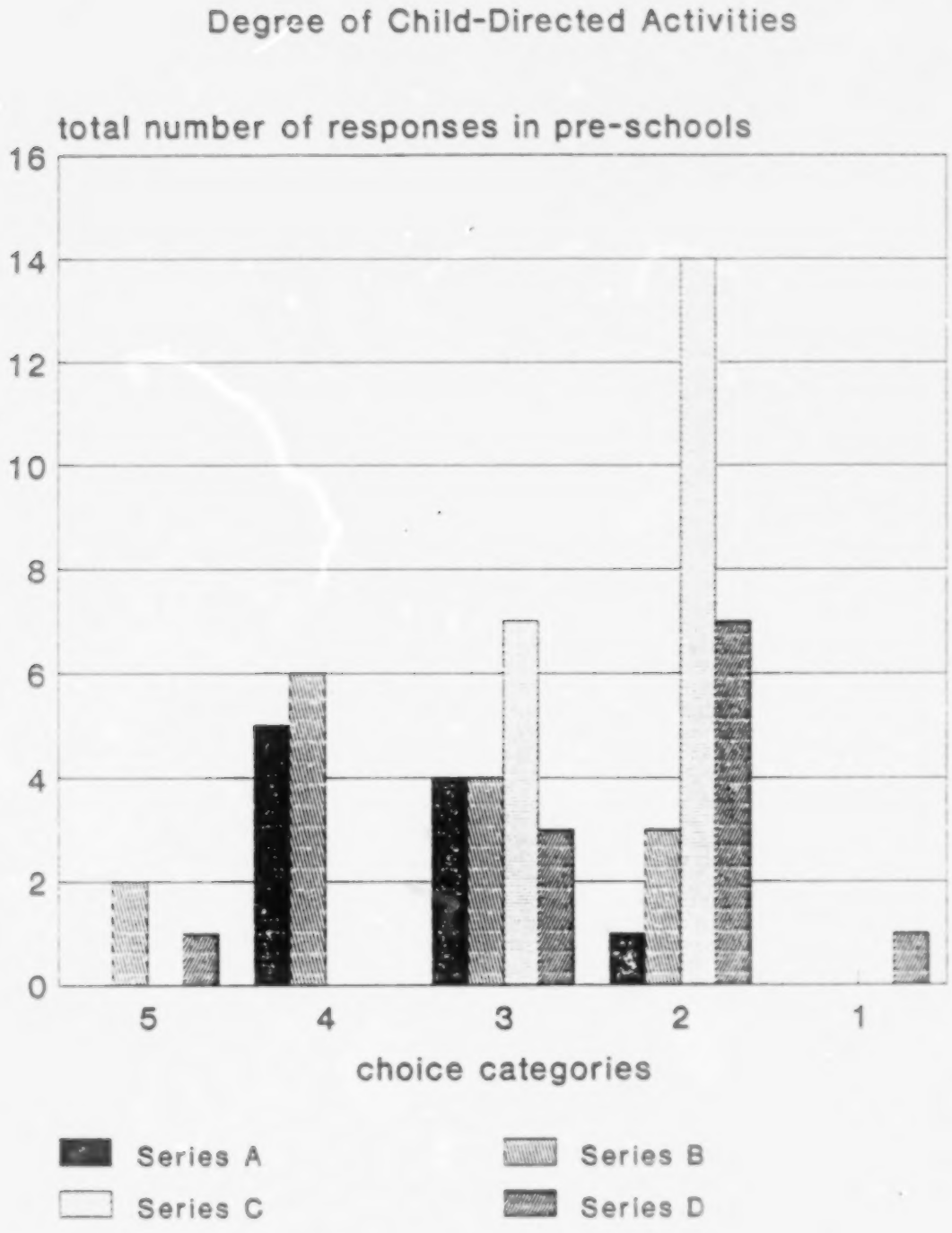
Degree of Child-Directed Activities
total number of responses in pre-schools
16
14
12
10
8
6
4
2
0
5
4
3
2
1
choice categories
Series A
Series B
Series C
Series D

Figure 6

degree of child-directed activities they offered to the children in their program.

The information was also tabulated in percent scores. The total number of possible responses were calculated. Total responses per choice category, 1 to 5, were divided by the total number of responses and then multiplied by 100. Percentages per category were as follows;

Choice Category	Percent Scores
5	8.6
4	25.8
3	35.1
2	28.9
1	1.6

Only 34.4% of the response fell into the two high categories of the rating scale, indicating a high degree of child-directed activities. 65.6% of the responses fell into the lower categories, indicating a low degree of child-directed activities.

Additionally, the low rate of response and the observed lack of consistent opportunity for children to utilize sand, water, drama and science activities further confirmed the above results.

Results of the teacher questionnaires were recorded in Figure 7. A high degree of child-directed activities was perceived within the kindergarten classes. There was a significant drop in the response rate between Kindergarten and Grades 1 to 3. Percentages were

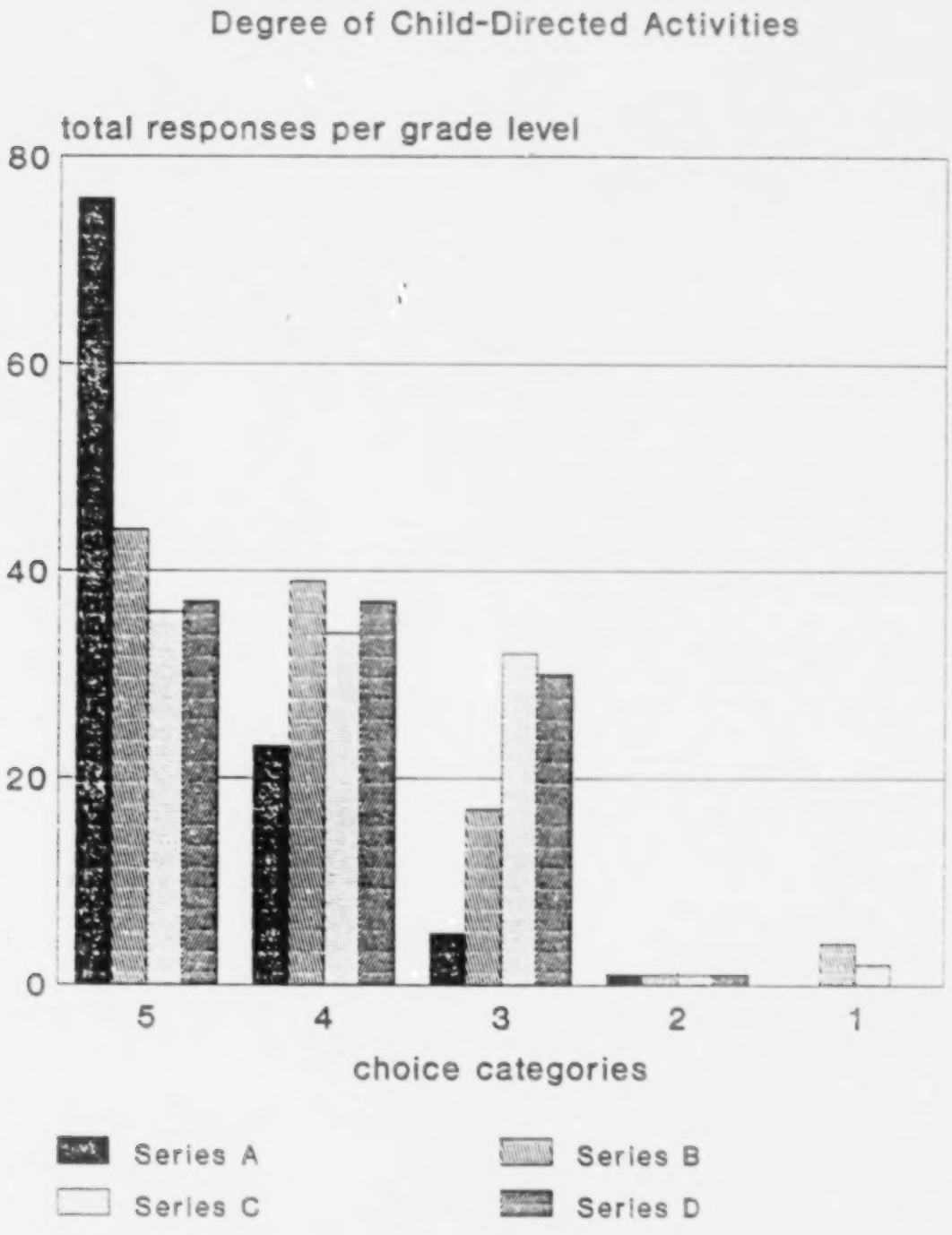
Degree of Child-Directed Activities
total responses per grade level
80
60
40
20
0
5
4
3
2
1
choice categories
Series A
Series B
Series C
Series D

Figure 7

calculated in a similar manner to the percentages calculated for Figures 5 and 6. Results were recorded in Table 3. Between Kindergarten and Grade 1 to 3, there were significant drops in responses to choice category 5 and an increase in the responses to choice categories 4 and 3. It would seem that the degree of child-directed activities decrease with increased school age.

Table 3 - Grade Level Responses to Teacher Questionnaire

Grade Level	% Responses				
	5	4	3	2	1
Kdn.	72.3	21.9	4.8	1.0	0.0
Gr. 1	41.9	37.7	19.0	1.0	1.9
Gr. 2	36.3	31.4	30.4	0.0	1.9
Gr. 3	35.2	37.1	27.6	1.9	0.0

Results of the drop in student enrollment were calculated in percentages. Drop in enrollment in year one, was 65.9% and in year two was 50%. This suggests the need to evaluate the existing program of study in order to identify possible changes that could reverse these trends.

Causative Analysis

The investigation of the problem, to modify the teaching strategies within the centres of the early childhood community in this area, both for children and adults, so that a greater proportion of the day might be devoted to more developmentally appropriate practices, was analyzed under the following four categories;

community awareness, pre-service training of early childhood educators, adult learning styles and in-service early childhood education programs.

Community Awareness

The particular geographic area that this community college serviced, was relatively isolated from larger urban centers. Subsequently, there had been little public awareness or education about the long term effects of inappropriate educational practices for young children and conversely, the benefits of more appropriate practices. Consequently, more traditional, teacher-directed models of early childhood education were more prevalent and were considered to be both appropriate and desirable programs for the education of young children.

With the advent of the establishment of junior kindergartens within the public and separate boards of educations within the area, more emphasis was placed on developmentally appropriate practices for young children within educational settings. The philosophy of the junior and senior kindergarten programs as dictated by the Ministry of Education emphasized child-directed programs. Awareness had been raised within educational settings. Public awareness about developmentally appropriate practices, was gradually increasing through media reports on quality issues and through a series of parent workshops.

The philosophy of the junior kindergarten programs also served to increase awareness. As parents had more opportunities to enroll their children within these child-directed programs, to participate in some of the activities these programs encouraged, to visit and volunteer within these programs, awareness of more developmentally appropriate activities increased.

With the increased cultural awareness within this area, there had been an influx of cultural events for young children. Concerts, plays, activities and organized family outings were becoming more abundant. More members of the community were becoming aware of appropriate activities and of cultural needs of young children.

Although public awareness about developmentally practices was increasing, public confusion also proliferated. The community seemed confused about many of the issues of developmentally appropriate practices. Questions, such as the following, were continually asked and argued about. Did free choice mean that the child could do whatever he or she pleased? Were there any limits set and if so, how, when and why? When did children learn that certain things just had to be done? How were children to be exposed to new concepts if they simply did what they wanted? How and when were reading, writing and arithmetic taught? Children used to bring home such beautiful paintings, now they just bring home

"scribbled messes", how could these be interpreted as valuable educational experiences? Why did the classrooms, once pleasing environments, now appear so messy and unorganized?

Further confusion was caused by the gradual increase of teacher-directed activities at increased grade levels within school settings. If more developmentally programs were indeed important, why were they more important for four-year-olds and not as important for six-or seven-year olds?

In summary, it would seem that although there was an enhanced level of awareness about developmentally appropriate practices within the early childhood education community, a great deal of confusion also existed about just how young children should be taught and what the nature of developmentally appropriate programs was. Clearly more work had to be done, to clarify many of the misconceptions about the teaching of young children within the early childhood community within this area.

Pre-Service Training of Early Childhood Educators

The educational system that potential early childhood educators were drawn from, was a very formal teacher-directed system. Individuals who had been educated within this kind of a model found it very difficult to adapt to a new model, especially since the

more traditional teaching model of the community college further reinforced traditional learning patterns.

Although the early childhood education program seemed to support developmentally appropriate practices for young children, the training program the early childhood education student was exposed to, was a very teacher-directed program. Students participated in a lecture-type program that evaluated students' progress through regularly scheduled tests, assignments and final examinations. Students received grades (F to A+) and progress through the total program depended upon successful completion of individual courses and practicum components. Individual student choices, decision making and active involvement within the total program or the individual components of the program were minimized. Additionally, the practicum models the students received their training in, were for the most part highly teacher-directed models of education.

It would seem, therefore, that an inappropriate model, that allowed for little opportunity to become involved in more developmentally appropriate practices, was being perpetuated by the college training program. Students were asked to implement more developmentally appropriate programs, but very few attempts had been made to model just what such a program might be. The concept of "subject matter taught is subject matter learned", seemed very much in evidence.

Adult Learning Style

Students' training to become early childhood educators faced a few additional problems. Most of the students were very young, 17 to 19 years old, with a small percentage of more mature students, twenty and over. It was for many, the first time away from home and their first taste of freedom. High absenteeism rates were noted in all classes, peaking in early or late afternoon classes.

Difficulties were noted, by all faculty, in students' writing and reading abilities. Overall competence within the program required a high degree of reading and writing skills. Attempts to offer remedial assistance within these areas met with minimal success.

The author found in an unpublished study, (1988) of the early childhood education students, that reasoning was for the most part at a concrete operational level. Students lacked a firm sense of commitment. Beliefs and standards were still closely tied to family and friends.

In conclusion, the average college student seemed unprepared to assimilate knowledge, make decisions based upon that knowledge, compare and contrast theoretical components, make choices or develop a sense of commitment. Ironically, these were the very traits that tended to lead to a successful completion of the ECE program. This seemed to further widen the already

existing gap between theoretical and practical components. Few attempts were made to remedy this situation by offering a training program that was more appropriate to the needs of the student body.

In-Service Early Childhood Educators Programs

Licensing policies for the operation of centers tended to be concerned with the physical appropriateness of the center, staffing ratios, qualification of staff, and health, safety and nutritional requirements of young children. Program quality or appropriate teaching practices were not addressed. In fact, recent changes enforced through the Ministry of Health, tended to decrease quality for the young child. For example new regulations required doors on all washrooms. How was the practitioner to monitor or help the young child? New regulations required double sinks and commercial grade dishwashers in any location that was involved in food preparation. The cost of these items was often at the expense of materials and equipment for children's use.

How was it then possible to convince the practitioners that quality issues in young children's curricula are important, when they so clearly are presented with the evidence that it is custodial care that is of prime importance?

Practitioners who wished to participate in in-service programs or post-diploma programs could rarely do so. No post-diploma programs existed at the community

college level. Few workshops were offered to early childhood educators to enhance their skills. Workshops were offered to teachers within the Board of Education Programs, but these were only available to employees of the board. This seemed to widen the already existing isolation of early childhood education programs and widen the gap between programs offered at the school level and those offered in licensed centres.

In summary, there was a gradual increase of awareness of the need to change the educational practices for both children and adults within this area during the last year. Practitioners could no longer function in isolation. The community was growing and changing. As a community grows more aware of educational alternatives, so must the early childhood practitioner. Parents were beginning to make choices for the education and care of their children. If the early childhood education community wished to continue to provide services for young children, the choices that parents might wish to make had to be represented within that early childhood community.

It seemed that the community college was in an ideal position to take on a leadership role to establish a variety of post-diploma programs and community workshops that would heighten the awareness of more developmentally appropriate programs, reduce some of the isolation of

early childhood education programs and offer some upward mobility within the early childhood education field.

Relationship of the Problem to Literature

Four major problems have been addressed previously. The first problem was concerned with raising community awareness to the benefits of more developmentally appropriate practices. The solution to this problem was two-fold. First, educators of young children needed to be made more aware of the benefits of developmentally appropriate practices and, also needed to have a system of support strategies that provided help and encouragement to move along a continuum to provide more developmentally appropriate practices to the children within early childhood education programs. Second, parents and the community at large, also needed further education to realize the potential benefits to their children and to the community of more developmentally appropriate practices.

The second problem was concerned with the early childhood education teacher training program. Administrators and teachers needed more information and models to show the effectiveness of more student-centered learning.

The third problem was to identify adult learning styles and developmental levels both in pre-service and in-service programs. If adults are to enhance their

existing knowledge base and skill levels to the maximum potential, the learning style and the developmental level of the adults must be taken into consideration.

The last problem centered around in-service training for the educators of young children. Greater awareness of in-service needs, of teacher developmental levels, of knowledge of appropriate models to visit, and of appropriate presentation styles was needed.

1. Benefits of Developmentally Appropriate Practices

There is abundant research available that addresses the benefits of developmentally appropriate practices. (Elkind, 1989; Katz, 1988; Ministry of Education of Ontario, 1984; Ministry of Community and Social Services, 1986; NAEYC, 1986). Equally, there is abundant research available that addresses the harmful aspects of a lack of developmentally appropriate practices (Elkind, 1986 and 1989; NAEYC, 1986; Schweinhart, 1987).

Elkind (1989) has identified a variety of pressures on today's children that "hurry" children's progress through childhood. First, there is the pressure toward early academic achievement. "The result of this educational hurrying is that from 10 to 20 percent of kindergarten children are being 'retained' or put in 'transition' classes to prepare them for the academic rigors of first grade!" (p. 7).

Second, Elkind identifies the pressure of our

society to dress young children like miniature adults. Children who dress like adults, will also tend to move and act like adults.

Third, Elkind refers to the changes in programs for summer camps. Many of these programs teach children skills and abilities similar to adult training programs. For example, hockey training camp, computer training camps and second language camps all serve to increase children's competence in a variety of skills.

> The change in the programs of summer camps reflects the new attitude that the years of childhood are not to be frittered away by engaging in activities merely for fun. Rather, the years are to be used to perfect skills and abilities that are the same as those of adults (p. 9).

Other pressures identified are those connected with the media that exposes children to a variety of adult behaviours and those connected with the changing family structure within our society. An ever increasing number of children today face long distant travel alone to visit one of their parents. In some areas, children are encouraged to sue their parents for a variety of reasons. Thus, many children today are faced with dilemmas that they are ill equipped to handle.

Elkind (1986), has further identified both short-term and long-term risks for the "hurried" child. Short-term risks, such as loss of appetite, fatigue and loss

of efficiency, are stress related. Long-term risks are associated with motivational, intellectual and social factors.

In today's society different values are being held. "No longer do we need a work force schooled for the assembly line - taught to memorize the correct answer and recite it back, to think linearly, and to compete with each other." (Galinsky, 1989, p. 2). Instead, we need individuals who can think for themselves, individuals who can integrate knowledge and skills and apply these principles to different situations, individuals who can work as team members, individuals who know how to learn, and individuals who are flexible. A developmentally appropriate curriculum for young children stresses the above mentioned attributes.

The position statement on developmentally appropriate practices made by NAEYCE (1986), is strongly supported by longitudinal research such as the High/Scope Preschool Curriculum Comparison Study and the Perry Preschool Project data (Weikart, 1989). The results from the Perry Preschool Project indicate that high-quality education for high-risk children, can be a "major procedure for preventing social failure by reducing school drop-outs, crime and delinquency, welfare use, and teenage pregnancies." (Weikart, 1989, p. 27). Additionally, longitudinal studies such as the High/Scope Preschool Curriculum Comparison Study point out that

differences do exist in adolescents who have been exposed to teacher-directed programs as opposed to more child-directed programs. These adolescents exhibited almost twice as much delinquency as individuals exposed to more developmentally appropriate programs. Although further longitudinal studies need to be conducted to confirm these results, it should cause individuals working with children, to pause and reflect about the effect of a their interactions with young children.

Schweinhart (1987), has listed seven components that research identifies as critical elements in high quality programs, see components listed below. It would seem that all high quality programs for young children, irrespective of philosophy, should incorporate these components.

Seven Critical Components in High Quality Programs

1. A developmentally appropriate curriculum
2. Supervisory support and in-service training for program staff
3. Low enrollment limits and an adequate number of adults, with teaching/caregiving teams assigned to small groups of children
4. Staff training in early childhood development
5. Parents involved as partners with program staff
6. Sensitivity to the noneducational circumstances of the child and family
7. Developmentally appropriate evaluation

procedures (Weikart, 1987, p. 9).

With so much research to back up how children should be taught, the question remains why was it not happening? Perhaps the answers lie in some of the points raised by McIntosh and Rauhala (1989). They found that day care in Ontario had some major problems. First, there was a chronic need for more day care space. Second, 37.5% of the centres that were inspected had problems concerned with shortage of staff, poor record keeping, and health hazards. Third, supervision for licensing procedures were found to be both haphazard and disorganized. The report continued to list many examples that queried quality and safety aspects. The answer seemed to lie in the response given by John Sweeney, Ontario's Community and Social Services Minister. "The difficulty we have... is that we're bending over backwards not to close centres down because there is such a desperate shortage of space." (p. A 11). As long as the demand for day care services exceeds the capabilities to provide services, quality issues will not likely be addressed.

It was therefore, even more critical, that public awareness be raised to the benefits of developmentally appropriate practices and perhaps more importantly, to the very real danger of inappropriate practices.

2. Early Childhood Educator Training Programs

An analysis of the literature, concerning teacher training, raised many interesting problems. These

problems were concerned with the type of models for training, the type of changes advocated for teacher training, and the effects of training models on teacher effectiveness.

a) Types of Models for Teacher Training

Zeichner, (1983) stated that all teacher training programs are based on a form of ideology. In his paper he identified four such ideologies and described each; behaviouristic teacher education, personalistic teacher education, traditional-craft teacher education and inquiry-oriented teacher education. According to the research, the most common model for teacher training was the behaviourist model (Zeichner, 1983; Jones, 1986). Clabaugh, Feden and Vogel (1984) reinforced the above viewpoint. The authors criticized many existing models of teacher training for their emphasis on the methodology of teaching. Such programs tended to concentrate only on teaching students skills in planning, and skills in teaching a variety of subject.

Rogers (1983), warned the reader of the danger of the conservative movement. Rogers argued that the conservative movement was trying to impose a more traditional model of education, which "endeavoured to stamp out those elements in our schools that stress open discussion, free choice, or informal teacher-student relationships" (p. 12).

These programs would certainly be effective models

of education, if we wished teachers to teach in a behaviouristic style. As stated in the previous section, this was not considered a developmentally appropriate practice for the teaching of young children. Since, individuals tend to perpetuate a system that has been modelled, it wou'd seem that this was an inappropriate model for teacher training. Katz (1977) reinforced this point, by stating that "the way we teach teachers should be congruent in many basic aspects - but not in all with the way we want them to teach children" (p. 4).

b) Proposed Changes in Teacher Training

Berliner (1985), identified three major ways that teacher training is being changed, increasing the student teacher preparation in specific subject areas, increasing the reliance upon student teacher performance in practicum locations, and decreasing the hours spent on teaching methodology and pedagogy.

Berliner analyzed each strategy of change. Increasing the teachers' expertise within a subject area, did not necessarily increase the potential to become a better teacher. His statement is supported by the research of Evertson, Hawley and Zlotnik (1984). Practice teaching assignments as they are most often presented do not seem to be effective. In fact, quite the opposite often occurred. Students could lose their enthusiasm for teaching, and could reduce those teaching

behaviours stressed within their training programs. These findings were supported by Everton, Hawley and Zlotnik (1984). Decreasing the number of hours spent on methodology or pedagogy, Berliner felt, is a mistake because, "there now exists a body of knowledge and a fresh set of conceptions about teaching on which to base teacher education. Recent and numerous advances in pedagogical knowledge can, be used to provide teacher education with a scientific foundation" (p. 4).

Some additional strategies for changes in teacher training were identified by Everton, Hawley and Zlotnik (1985). These strategies were concerned with, raising admission requirements of students, qualifications of faculty, and pre-service tests of potential teachers' knowledge.

In the analysis of the research, the authors did not find a significant correlation between raising admission standards or the testing of prior knowledge of potential teachers and of teacher effectiveness. The authors also concluded that greater knowledge of subject matter taught could increase faculty effectiveness, if the faculty already had good instructional capabilities.

c) Effects of Training on Teacher Effectiveness

Although teacher education is much criticized in current research, Everton, Hawley and Slotnik (1985) in a review of the literature found that "teachers who participate in pre-service teacher preparation programs

are more likely to be more effective teachers than teachers who have little or no training" (p. 4). They also found that teaching of specific skills and knowledge did have a positive short-term effect.

Glickman (1985) takes a much dimmer view of teacher pre-service training programs. He feels that in contrast to other professional training programs such as law, medicine or engineering, "teacher preparation has been less rigorous than training for high-status professions" (p. 27). Further he states that he feels that entry requirements are lower, students identify course work as too easy and trivial, and that most students entering the program seem to be successful, in contrast to other disciplines. Thus, beginning teachers upon graduation are felt to be ill prepared for the many responsibilities of the teaching profession.

Much of the research is critical of current teacher education programs. Clabaugh, Feden and Vogel (1984) pointed out that teachers who graduate from more traditional programs lack the following skills: the ability to individualize the curriculum for their students; the ability to break the curriculum into smaller units that can be taught successfully; the ability to create the necessary match between the curriculum and the student; and the ability to apply theory to practice. The authors further feel that

teacher education programs fail to adequately prepare students in the area of human development.

There is also evidence that much of theoretical components taught within formal teacher training programs do not carry over to the classroom settings. Additionally, many of the skills that have been taught within these formal training programs, are lost during the practice teaching components (Locke, 1984).

Joyce and Clift (1984) identify the following additional concerns within teacher training programs. Few teacher training programs incorporate what is known about teacher training within their programs. Graduates of programs lack the ability to make the necessary changes in behaviour or in teaching strategies to deal with the demands of the classroom environments. The limited support given to prospective teachers during the induction period tends to widen the already existing gap between practice and theory. The authors further state, that the inadequacies of the teacher training models tend to decrease the beginning teacher's ability to effectively deal with curricular changes and their ability to expand their existing repertoire of teaching strategies. The authors summarize current criticisms about teacher education, in the following statement.

> Teacher education has yet to demonstrate that it can accommodate innovations comfortably or generate programs powerful enough to overcome the

> socialization to the practicality ethic and the pressures that narrow teachers' competencies (p. 7).

In addition to the overwhelming criticism of teacher education, there is also a growing awareness and consensus of the type of instructional strategies and theories that should be taught in teacher training programs. Much of the research seems to agree that programs that: are taught by well qualified faculty members; focus on decision making, problem solving, divergent thinking and cooperative learning skills; concentrate on attitude formation; offer appropriate modelling strategies; and incorporate into their programs what is known about teacher training from the research; are much more likely to be successful (Fullan and Connelly, 1987; Jones, 1986; Everton, Hawley and Zlotnik, 1985; Ward 1985; Joyce and Clift, 1984; and Clabaugh, Feden, and Vogel, 1984).

One such model, a model of developmentally appropriate practices for adult education is described in some detail by Jones (1986). Jones advocates an active learner approach for the teaching of adults. She defines the active teaching approach as follows, "..understanding doesn't come from telling- for adults any more than for children. It comes through action, and reflection upon action." (1986, p. 23). Jones feels that adults bring to class a variety of learning experiences. To make

learning meaningful to the adult students, the program needs to be individualized, and needs to provide choices, so that students may continue to work along a continuum of learning. The rest of the book describes how an active learning approach is used to educate early childhood education students in a teacher training program.

Freire (1973) advocates an approach similar to the approach advocated by Jones. Freire suggests that the traditional school system led students to "adapt" or to "adjust" to the system. He also suggests that individuals educated in such a system would lose their ability to make choices and to make decisions. These individuals would therefore follow the lead of others blindly. Freire advocated and implemented a system in which individuals were encouraged to make choices and decisions and the teachers facilitated this process. "Instead of a teacher, we had a coordinator: instead of lectures, dialogue; instead of pupils, group participants; instead of alienated syllabi, compact programs that were 'broken down' and 'codified' into learning units" (p. 42). In summary, it would seem that there are appropriate models of teacher training available. There is abundant research available that addresses what skills need to be taught in teacher education programs and what the effects of different types of models of teacher education are. The field of

early childhood education has a large diversity of models, both appropriate and inappropriate, for the education of young children. Similarly, the same diversity of models exist in teacher training models. It has often been questioned, why so many inappropriate models for the education of young children exist, when research so clearly indicates the need for more appropriate practices. Perhaps the answer to the dilemma lies in the education of our teachers. It could be argued, that the diversity of models used for the education of teachers, might be a reflection of the diversity of models that are found within the education of young children.

3. Adult Learning Styles

Recent trends in research have shown that the ability of adults to learn does not decrease with age. Two broad categories of intelligence have been identified by Havighurst (1980), fluid intelligence and crystallized intelligence. According to Havighurst, crystallized intelligence includes the following abilities: verbal comprehension, mechanical knowledge, arithmetic ability, fluency of ideas, experiential evaluation, and general information. Fluid intelligence on the other hand, includes inductive reasoning, figure matching, memory for numbers or nonsense syllables and perceptual speed.

Havighurst states that crystallized intelligence continues to grow over the adult years to the age of 60. Beyond this age, increases in crystallized intelligence are only found in those individuals who remain intellectually active. Fluid intelligence which is more dependent upon the neural structures of the nervous system, starts to decline after the age of 30, with a more marked decline after the age of 50. Since teaching skills are more reliant on crystallized intelligence, it could therefore be inferred, that teachers continue to develop and continue to grow, with respect to their teaching abilities, over a life-time.

From a theoretical viewpoint, if one considers the theory of Piaget, adult learners should be at the formal operations stage of learning. There is some evidence to support that the clumping of all adult learning into one last stage may be an over-simplification. Long and Mirza (1980) feel that the stage of formal operations could and should be broken into further sub-stages. Individuals at the lower levels of formal operational thought can be identified to have different learning characteristics than those working at higher levels of operational thought.

The theories of Erikson, Kohlberg and Loevinger lend support to the growth of crystallized intelligence in adults. All three theorists recognize the continued growth of adult learners. These theorists continued to

expand the studies of social development, moral development, and ego development beyond the childhood years and into adolescence and adulthood.

Whitherell and Erickson (1978) point out that the work of Loevinger on ego development in adults is of benefit to teachers and shows a developmental framework that can be applied to both pre-service and in-service training programs for teacher education.

> ...because the more advanced ages of ego development are characterized by increased flexibility, differentiation of feelings, respect for individuality, tolerance for conflict and ambiguity, the cherishing of interpersonal ties, and a broader social perspective, advancement in ego development would appear to stand on its own as educationally desirable for both teachers and students (p. 232).

The theories of Erikson, on social development, and of Kohlberg, on moral development, can be analyzed in a similar fashion.

Thibodeau (1980) states that a review of the literature shows that a majority of adults operate at a concrete operational level and that cognitive tasks must be relevant to the developmental level of the learner to improve learning performance. It is therefore clearly necessary to consider the developmental level of the adult before a curriculum is set up. Additionally,

Thibodeau states that in order to maximize learning for adults, one must also consider the social roles and career of the adult learner. It seems that an individualized, active learning approach is as necessary for the adult learner as it is for children.

Jones (1986) states that the learning of adult students needs to be through active participation. Jones suggests that it is not the level of cognitive ability that is as important, but rather the learning situation of the learner.

> Whether or not adults are formal-operating, they need to engage actively with the material. Capacity for formal operations means simply that action and interaction can be carried out at a symbolic level; argument about ideas replaces argument about objects (p. 128).

In addition, adult learning styles also need to be considered. McCarthy (1982) has identified four learning styles based upon research findings. Each learning style has a series of listed characteristics. All of these learning styles incorporate elements of active participation and three of the learning styles also incorporate a need to work in the concrete mode. See Table 4 and 5, for a synopsis of these characteristics.

In summary, it would seem that adult students would benefit from a more developmentally appropriate curriculum. Adult learners are also at different stages

Table 4 - Synopsis of Learning Characteristics - According to McCarthy (1982, p. 21) - Learner Types 1 & 2

Characteristics of Learner Type One	Characteristics of Learner Type Two
- reliance on meaning - reliance on personal involvement - learning is through listening/discussion process information that is concrete and based on personal experiences - people oriented - modelling of self is on individuals respected - learn through social interactions	- reliance on facts - reliance on expert opinion - learning is through abstract thought - process information that - is abstract - orientation toward ideas and concepts - process information by collecting and analyzing data - learn by traditional methods

Table 5 - Synopsis of Learning Characteristics -According to McCarthy (1982, p. 21) - Learner Types 3 & 4

Characteristics of Learner Type Three	Characteristics of Learner Type Four
- reliance on knowing how things work - test theoretical components - process information that is abstract - learning is through hands-on, problem solving situations - concrete learners - learn through sensory input	- reliance on discovery of different possible solutions to problems - trial and error learning - process information that is concrete - adaptable and flexible - risk takers - learn through active participation

of development, have individual strengths and needs, individual learning styles, and bring to an educational program a variety of skills and experiences. It is in the recognition of these divergent needs of the adult learners that an effective curriculum can be set up and implemented.

4. In-Service Training

Research on in-service training for teachers can be categorized as follows; teacher developmental levels, teacher motivational factors and effective in-service education.

a) Teacher Developmental Levels

In-service training of teachers should consider the developmental levels of teachers along with appropriate teaching strategies associated with each level (Katz, 1972). A summary of the training levels and the comparable teaching strategies are presented in Table 6.

Doyle (1985) also identifies stages of development for teachers. Three stages are identified; a survival stage, at which the beginning teacher has little awareness or knowledge about teaching or the system they are teaching in; a consolidation stage, at which teachers begin to consolidate their goals and establish routines; and a mastery stage, at which teachers become successful at managing routines and new situations.

It is again evident, how critical it is to look at the developmental levels of the adult learner and how

Table 6 - Teacher Developmental Stages/Training Needs

Stage	Description	Training Needs
I Survival	-concerned with day to day operations -survival from day to day	-support and technical assistance on site
II Consolidation	-using past knowledge to plan and teach -asking for help - searching for teaching expertise	-on site assistance -consultation with experts, consultants -advice from colleagues
III Renewal	-looking for new ideas, methods -sharing, discussing -incorporation of new ideas into plans for children	-visits to model program -joining professional organizations -attending conferences -reading journals, books magazines
IV Maturity	-share expertise -self-confidence in self and teaching abilities -trying new ideas only if developmentally sound	-further education -developing and monitoring new programs

Katz (1977)

important it is to individualize the learning process.

b) Teacher Motivational Factors

Glickman (1985) summarizes the difficulties in motivating teachers. First, teaching can be classified as an "unstaged career ladder". Teachers remain classroom teachers. They may switch grade-levels, but the position remains the same. Salary increments are based on education and number of years of experiences. Therefore, a beginning teacher with more education, could receive the same salary as an experienced teacher with lesser education. Merit of teaching ability is not a consideration. Tenure is usually attained after two or three years of satisfactory work as a teacher. Salaries are not increased after a maximum salary has been reached. In many cases, advanced degrees or certificates do not enhance salaries, nor do they provide different job opportunities.

It is extremely difficult to motivate teachers to attend more in-service training sessions, when recognition of that training is not forthcoming either in additional job responsibilities, recognition of greater expertise, or salary increments.

There is mounting evidence in the current research that the caliber of teachers entering the profession is much lower today than it has been in the past (Glickman, 1985; Ward, 1985; and Schlechty and Vance 1981). Glickman states, " Members of the teaching profession are

generally of low to moderate intelligence, with personalities that tend to conformity and modest career or personal ambitions" (p. 33). Such individuals generally are satisfied with their performance on the job and see little reason to change their behaviours or see the need to take further training.

Many of the existing in-service programs do not meet the needs of the participants. Programs for in-service often deal with enhancement of pedagogical skills or tend to focus on specific curriculum areas. Rarely do in-service programs take into account teachers' developmental levels or experience. Typically, in-service programs are the same for all individuals that teach similar content areas. All participants receive the same mode and level of instruction. Such programs are at best dubious in terms of any real impact on changing teachers' behaviours (Ward, 1985). Additionally, such programs do not serve to motivate individuals to become involved with further in-service activities.

There are, however, also individuals who continue to participate in further training for intrinsic reasons. The needs of these individuals must also be considered. Intrinsic reasons for continued participation in further training were gathered informally from sixty-two individuals participating in a six week course to enhance

the rate of child-directed activities within practicum locations. The comments gathered included: a desire to improve the individual's capacity to work with children, a desire to gain more in-depth knowledge about new models and innovative teaching styles, a desire to socialize and discuss issues with other professionals in the field, and a desire to break the monotony of the job by searching for new ways to handle familiar situations.

In summary, it seems apparent that although there are a variety of reasons that seem to inhibit some teachers from participating in further training, there also seem to be a growing number of individuals who continue to strive towards further development of their skills. In-service programs need to look more carefully at both intrinsic and extrinsic motivational factors to develop appropriate models for in-service training.

c) Effective In-Service Training

Fullan and Connelly (1987) have identified that teacher growth and development is a life-long process, not confined to pre-service teacher training. The authors define a "good" teacher in the following way.

> We need teachers who are reflective, critical and inquiring. We need teachers who are comfortable with problems and for whom genuine discussion and inquiry with students is valued. We need teachers for whom didactics is basic and evocation the life blood, that is teachers for whom the transmission of

> knowledge and culture is the backdrop to evoking inquiry and imagination in students. We need teachers for whom the science and technology of teaching is continually developing and for whom the job is fundamentally an art which they study, reflect upon, and refine throughout their careers...Teachers need to be people who are in the habit of doing what professionals everywhere do, which is to make the best of the situations in which they find themselves by drawing on their own and each other's resources (p. 50).

Howey (1985) has effectively summarized the six purposes of staff-development programs: continuation of pedagogical development; continuation of understanding and discovery of self; continuation of cognitive development; continuation of theoretical development; continuation of professional development; and continuation of career development. These purposes support Fullan and Connelly's statement. Clearly, these purposes encompass the definition of a "good" teacher and also indicate that professional development must be a life time concern.

Ward (1985) suggests that the following elements are missing from most teacher in-service programs, and should be considered in order to develop successful programs. First, in-service programs need to develop a

much broader range of activities. Attention needs to be paid not only to behaviour changes of individual teachers, but also to aspects of the total school environment that need to be changed. Second, any change takes time. Appropriate time-lines must be considered and set up. Third, teachers need to become aware of and involved in research to identify those changes that are pertinent. Fourth, individuals involved in the delivery of in-service programs, need to be trained themselves to become aware of more effective techniques for individual development. Fifth, appropriate evaluation techniques for the in-service experience need to be developed. Lastly, training strategies must also be considered for administrative staff. In this way, ongoing support is more likely to be given to teachers.

Many models of appropriate in-service training exist. The model presented by Wilsey and Killion (1982), utilizes aspects of adult learning theory, and aspects of effective instruction and supervision. Thompson and Wood (1982) recommend models that incorporate experiential learning. McCarthy (1982) has developed the Concerns-Based Adoption Model (CBAM). This model combines learning style and brain dominance preferences in its approach to teacher in-service and adds to them the stages of concern about innovation. Johnson II (1984) describes a program of teachers' workshops. Teachers and staff identify their own particular

problems, develop solutions with administrative support, are given time-relief to work on these solutions and are provided guidance by other successful colleagues. Caldwell (1982) concludes that teacher centres can be effective tools for implementing change as long as they meet the centre's needs and serve to broaden the individual teacher's needs for growth and development. Joyce and Showers (1982) advocate a model of coaching teachers to practice new skills. This model closely parallels the athletic coaching model. Lasky (1978) advocates an action research model. In this model, teachers are encouraged by administration and supervisory personnel to design and engage in research to help solve their problems.

In summary, there are an abundant number of appropriate in-service models available to chose from. All of these models share some common characteristics. These are; active participation of the learners, recognition of individual developmental levels and learning styles of the participants, and support strategies from administrative or supervisory staff.

CHAPTER 3

ANTICIPATED OUTCOMES AND EVALUATION INSTRUMENTS

Goals and Expectations

It is the intent of this project to:

1. Increase the awareness of practitioners, of the benefits to young children, of developmentally appropriate activities within educational settings.
2. Increase the awareness of the benefits to young children of developmentally appropriate practices within the early childhood education community.
3. Increase opportunities for early childhood education students to participate in more developmentally appropriate training.
4. Increase opportunities for more developmentally appropriate in-service training at the community college.
5. Increase opportunities for further education leading to additional credits at the community college. Apply to the Ministry of Universities and Colleges for approval for a third year specialist program, The Community Resource Consultant Program, see Appendix C.

Objectives

1. Establish a support group for practitioners to continue to encourage and help them to develop more developmentally appropriate programs.
2. Provide a six week course to practitioners to gain additional skills in setting up developmentally appropriate environments.
3. Provide opportunities to students within the early childhood education program to engage in activities that are practical and also require the student to consistently apply and generalize academic components.
4. Provide opportunities for educators to become involved in a conference to gain more insight about developmentally appropriate practices for both children and adults.
5. Provide evening workshops to inform parents about the value of play in the curriculum of their children.
6. Provide practical hands-on workshops to the early childhood education community to increase knowledge about developmentally appropriate materials and equipment. Participants will create a developmentally appropriate activity for children during the workshop.
7. Offer the first two courses as outlined within the Community Resource Consultant Program, see Appendix C

8. Provide opportunities for a more diverse involvement of the community at large within individual courses offered. The Portfolio Course, see Appendix D, is offered both as a total course, and also as a series of individual workshops. Thus a wider student participatior is possible.

Measurement of Objectives

1. Measurement of all course, workshop and conference sessions were measured by participant evaluation forms. See Appendix E, F, G and J.
2. Changes within pre-service training programs for early childhood educators were measured in two ways. First, student responses to a questionnaire, see Appendix L, were analyzed to determine the students' satisfaction/dissatisfaction with the methodology used. Additionally, students' ability to observe was measured over time, to determine whether a more consistent approach was more effective.
3. Participation of individuals in the in-service courses was monitored in the following ways;
   a) initial interest in course and workshop format was measured by the number of people in attendance.
   b) maintained interest was measured by participant drop-out rates during course duration.
   c) maintained interest was also measured by the

number of requests for additional resources or workshops by the author throughout the implementation process.

CHAPTER 4

SOLUTION STRATEGIES

Discussion and Evaluation of Possible Solutions

Solution strategies follow the goal statements as outlined previously and will be discussed under the following headings;

1. general considerations to implement change.
2. increase awareness of developmentally appropriate practices within a) educational settings.
   b) the early childhood community.
3. increase opportunities to participate in more developmentally appropriate programs at the community college within a) the pre-service early childhood education training program.
   b) in-service training programs.
4. increase opportunities for further post-diploma education at the community college.

1. General Consideration to Implement Change

Wideen and Holborn (1986) have identified six factors that influence the degree of change which can be implemented within faculties of education. These are external influences, the exercising of power, shelter conditions, the role of key players, a receptive audience and the interactive effect. See Table 7 for more detailed information. These factors could easily be

Table 7 - Factors Influencing Change

Factor	Characteristics
external influences	- most change can be traced to external pressures - faculties of education resist external pressures to a higher degree - faculties of education tend to be change agents within their own environment and tend to extend these influences to the outside environments - external influences must be supportive of change
exercising of power	- there must be key players to instigate change - power for change can come from many different sources; budget legislation, parent groups, interest groups, knowledge
shelter	- change indicates a move away from "prevailing norms" - change is more difficult in the beginning stages - change takes time - shelter conditions are created to protect change, especially in the beginning stages - support for individuals involved in change is one form of shelter condition
capacity for change	- role of individuals is a key factor in movement toward change - collective action within educational settings is limited - leadership roles are played by individuals or elite groups
receptive audience	- faculty support is necessary to move toward change - students within educational settings influence the success rate of change
interactive effect	- all factors stated interact to provide a lasting effect

applied to most educational settings.

Similarly, Fullan and Park (1984) have identified nine factors that influence the success of implementation along with possible solution strategies, see Table 8.

Solution strategies chosen, should be based on some, or all of the factors identified in Tables 7 and 8, so that the implementation process will proceed smoothly and efficiently.

2. Increase Awareness of Developmentally Appropriate Practices

a) Educational Settings

In order to increase the awareness of more developmentally appropriate practices within the educational community, the factors as identified by Wideen and Holborn (1986), see Table 7, could be used.

External pressure to motivate individuals and groups of individuals toward change, could be through the organization of a conference. An annual gathering for the early childhood faculties and lab school personnel of the community colleges of Ontario would seem to be an ideal time. Not only would this assure a relatively receptive audience, but could also motivate individuals who, according to Wideen and Holborn, are in key positions to instigate changes, to move toward more developmentally appropriate practices within their settings. Since the lab school personnel, associated with individual faculties are also in attendance, this

Table 8 - Factors that Influence the Implementation Process and Possible Strategies - According to Fullan and Park (1984, p. 35)

Factors Influencing Implementation	Possible Strategies
Multiple Guidelines	Sequencing guidelines (one major change at a time)
Board and Community Support	Endorsing and providing resources by the board.
Time Lines and Monitoring	Establishment of time lines for implementation of all factors. Establishment of a process for follow-up and sharing activities, and information gathering.
Clarity and Need for Change	Defining the change and developing a comparison between desired change and past practices. Consideration must be given to materials, teaching strategies, beliefs and individual learning styles.
Quality and Availability of Materials	Establishing of inventories to assess need for acquisition of any new materials/equipment.
Supervisory Support Role	Providing policies and in-service to supervisory staff to insure leadership/facilitator role.
Consultant Role	Establishing of role with in-service & monitoring strategies to provide assistance. Establishing a policy.
Quality & In-Service Assistance	Developing a continuous in-service plan.
Practitioner/ Practitioner Interaction	Providing opportunity to encourage sharing i.e. committees, workshops, meetings, etc.
Availability & Use of External Resources	Identifying resources within and outside of the community.

could insure a more supportive structure for individual faculty members and could also provide leadership within practicum locations of different communities. It was hoped that the influence would thus reach the community. The participants of the conference could gain greater insights and interest into more developmentally appropriate practices. Groups of individuals who have either a greater knowledge base or an interest in a particular area, could be key people to instigate change.

The research of Fullan and Park, and Wideen and Holborn stresses the importance of establishing support strategies. Since faculties of education are also identified as key individuals to influence the educational community to move toward change, it was felt that a formalized course offered at the college to develop support strategies for individuals in the process of moving toward more developmentally practices within their own practicum locations would be appropriate. Thus individuals would gain a two-fold advantage; credibility and motivation to continue to attend. It was felt that the structure of a course enhanced credibility for the participants. Certificate standing could be attained and this could lead to greater job flexibility. It was also felt, that if individuals had paid to attend sessions and had set schedules for attendance and assignments they would be more likely to continue to attend sessions.

b) The Early Childhood Community

Increasing awareness of more developmentally appropriate practices within this particular community was found to be successful through a series of parent and board of directors' workshops (Crowther, 1989). Indications from participants of these workshops seemed to indicate that a series of these workshops discussing the different aspects of developmentally appropriate practices would be well received.

3. Increase Opportunity for Participation in More Developmentally Appropriate Programs

a) Pre-Service Early Childhood Education Program

Student entering into the early childhood education programs exhibit a number of problems. First, these students were drawn from highly structured teacher-directed programs. Additionally, many of these students came from a basic high school program, with basic skill levels. Thus they lacked many of the skills, such as divergent thinking, ability to generalize from one situation to another, problem solving, and decision making, that would encourage them to set up and implement more developmentally appropriate models for young children.

Second, these students lacked some of the basic skills that would allow them to progress through the early childhood education program with ease. Many students had difficulty with reading and writing skills.

Although remedial English programs were provided to these students, little change occurred in these abilities over the two years.

Third, it became apparent, that often the students attitudes toward learning and toward the teaching of young children needed to change. Students needed to see more appropriate models of education for a change of attitude to occur.

One possible solution to the problem might be to take a closer look at the structuring of individual courses and the program as a whole, to encourage greater opportunities for the students to improve their thinking skills. Beyer (1984), discussed ways in which to improve thinking skills. He identified five steps within this process: identification of the thinking skills that need to be taught, identification of the various components of each skill, provision of appropriate instructional techniques to enhance individual skill levels, and development of a sequential curriculum that allows for more transfer of skills from one content area to another.

In order to help students progress through the term more comfortably, a system of peer tutors might be used. Students with particular problem areas might be paired with peer tutors to help remediate some of these problems within the context of course components and the areas that students have difficulty with. Joyce and Shower (1982) talk about an in-service approach to teaching

through coaching. Although this approach is based on teachers working in the field already, some of the same principles can be applied to the "coaching" of students.

The functions of the coaching approach were identified as follows: companionship, receiving feedback, analyzing how information might be applied, adaptation to individuals, and personal facilitation. This approach could be implemented successfully within student populations, if student tutors were given some training and guidance of the components as stated above.

Additionally, students need to be provided with more appropriate teaching models to encourage changes of attitude and to encourage graduates to apply skills that have been learned within the course components. Thus, a more active approach to teaching the students within individual courses and within the program at large needs to be found.

Course components should be set up in such a way that they are sequential in nature (over a two year time span), pay attention to the different learning styles of the individuals involved, progress through a series of stages (from easiest to more difficult), and insure that theoretical components are applicable in practical situations. Within this model, students need to be able to make choices, actively participate in the learning process, make decisions based upon the information they

have learned, and apply their new knowledge to different situations. Support for this kind of a training model comes form a variety of sources (Crowther, 1989; Jones 1986; Clark, 1986; Rogers, 1983; Katz, 1977 and Freire, 1973).

Additionally, faculty and supervisory support for any change, in any program, is essential. Faculty support could be gained in a variety of ways.

i) Information Sharing - Information about the rationale for change, possible solution strategies and current research within this area could be done in several ways. Information could be shared and discussed at formal meeting times. Summaries of current research findings could be presented and shared in writing. References and/or particular articles of interest could be circulated.

ii) Monitoring of Changes within Individual Courses - Strategies that have proved effective within individual course components need to be monitored over time. These effects, both negative and positive should be shared with other faculty members and administrative staff. Critical analysis of the documented changes needs to be done on an ongoing basis to involve everyone in the change process.

iii) Program Meetings to Discuss Further Changes - Program meetings concerned with curricular changes should be ongoing. Traditionally these meetings occur at the

end of term and changes are not again discussed until the following year. Fullan and Park (1984) state, that support structures are extremely important during times of implementation. Through regularly scheduled meeting times, at appropriate intervals during the academic year, this support could be ongoing. Individuals would have opportunities to share their successes, gain help and guidance in problem areas and establish an information-flow system.

b) In-Service Programs

For in-service programs to be successful, several factors must be considered; adult learning styles, teacher developmental levels, appropriate modelling strategies and individual motivational factors. Clinton (1985) suggests some additional factors. He identifies six "policy assumptions" to aid in determining what kind of in-service program might be appropriate;

i) the content of the in-service program cannot be decided by faculties of education alone.

ii) in-service programs must have some relation to the provincial goals set by the Ministry of Education and the Ministry of Community and Social Services, and the goals set by the educational/preschool systems within each district.

iii) the content of the in-service program should be based on assessed needs of teachers and revealed needs of the system (assessed from a variety of sources,

including input of the teachers).

iv) all in-service programs must include assessment and evaluation techniques.

v) financial support to design, conduct, and evaluate programs should be provided for by the appropriate Ministry and different districts should be required to implement in-service programs.

vi) career ladders, master teachers, merit pay or similar types of rewards should be associated with the completion of in-service programs.

If, as Wideen and Holburn (1986) state, faculties of education can be instrumental in bringing about change, it would seem logical to offer a variety of in-service programs at the community college level. These programs could and should take all of the factors stated above into account. Additionally, many of the "policy assumptions" discussed by Clinton should also be addressed. Programs should be developed and implemented by both faculty members and practitioners. The college faculty should be in an ideal position to judge and consider aspects of proposed in-service programs that could enhance the goal structures of various agencies and could reflect the needs of the individuals within those agencies, especially since assessment and evaluation practices are routinely carried out by the college (long-term employment records, need assessments, and evaluation

procedures by employers to indicate necessary programming).

The last point, to provide incentives for taking in-service training programs, is more difficult to analyze in terms of the college's contribution. Certainly, a support structure is available in several ways. The colleges' facilities might be utilized and expert resources could be shared. The college system however, cannot supply financial support nor can the system exert direct influence on the job market. However, the college can be sensitive to the needs of the community and offer in-service programs that could enhance the participants' chances for advancement, career change, individual competency, and increased flexibility for job opportunity.

4. Increase Opportunity for Further Post-Diploma Programs

To this point, the college had not offered any post-diploma programs in early childhood education. Programs within the department of continuing education only offered interest programs or day-time equivalencies for early childhood education diplomas.

Recent legislation mandated the mainstreaming of individuals within educational and preschool settings. As a result, new positions had become available. These positions revolved around providing resource help to practitioners and parents. Training for such positions

had become mandatory. It would seem appropriate, that this would be one of the areas in which a post-diploma program might be established at the community college level.

Description and Justification for Solutions Selected

Solution strategies chosen, will be discussed as outlined in the goals and expectations and under the following headings;

1. general considerations for implementation.
2. increase awareness of developmentally appropriate practices within a) educational settings.
   b) within the early childhood education community.
3. increase the degree of developmentally appropriate practices within a) pre-service programs.
   b) in-service programs.
4. increase opportunities to participate in post-diploma programs.

1. General Considerations for Implementation

As identified earlier, in order for the implementation process to flow along more smoothly, factors that influence change must be considered. The implementation of all goals and objectives considered the factors outlined in Tables 7 and 8.

Implementation of all workshops and courses, used an adult-centered approach to learning. Adults became

active partners in the learning process. Different learning characteristics (Table 4 and 5) and teacher developmental levels and training needs (Table 6) were considered in all cases. An attempt was made to offer a variety of teaching approaches. Approaches included;

i) opportunities for small and large group discussions.

ii) opportunities to be involved in research components, both formally and informally.

iii) opportunities to make choices about content areas, presentation styles and assignments.

iv) opportunities to make decisions, within practicum locations, to implement particular components of need or interest.

v) opportunities to discuss, question and share information with peers and experts.

vi) opportunities to become involved in different presentation styles including visual, auditory, hands-on, workshop, discussion, and formal presentations.

vii) opportunities to meet with and discuss common concerns with experts.

viii) opportunities to become more aware and more focused about research findings within the field of early childhood education.

ix) opportunities to view a variety of ways to set up learning environments along with the appropriate

materials.

x) opportunities to participate in a program that gives consideration to individual needs and interests.

2. Increase Awareness of Developmentally Appropriate Practices

a) Educational Settings

Some members of the community college early childhood education faculty in this area, decided to pursue the possibility of helping to organizing a conference, for the annual meeting of the community college early childhood education faculties and their lab-school personnel.

The theme of the conference was to be, The Challenge of the 90's; Moving Toward More Developmentally Appropriate Practices. A two-stream model was conceptualized: one stream geared toward increasing knowledge of those individuals working with children, and the other stream geared toward those individuals working with adults. The key-note address was to tie these two streams together by stressing some of the similar concepts that are constant for both teachers of children and teachers of adults (Katz, 1988 and Jones, 1986). The closing address was to draw individuals back together by stressing the commonality of the experiences of the participants. For an overview of the proposed conference, see Appendix I. It was hoped that this would

encourage more interest in developmentally appropriate practices within teacher training programs and within their respective lab-school programs. Since these individuals were all key persons who might implement change within their own communities, it was hoped that enough interest had been sparked to enhance the probability of creating change, moving toward more developmentally appropriate practices.

Comments collected from practitioners who had attended a previous course on strategies to increase the rate of child-directed practices within their settings, indicated that they would like to establish a support group to meet once a month. Further consultation with these individuals indicated that a formalized course would be preferable, as they felt that this would be an additional incentive for them to attend the proposed sessions.

The course was organized along a monthly schedule. Individuals were to have input into the content of the sessions, expert advice/help they might need, problems they wished to discuss, and innovative ideas they might wish to try out within their own practicum locations. Individual participants would decide on the agenda two weeks prior to the next session. These agendas would then be formalized along with a summary of the last session's meeting and any readings that might be applicable to the new topic chosen.

It was felt that by choosing this format for the sessions, participants would become more involved in more developmentally appropriate practices themselves and thus might be more likely to integrate theory with practice.

b) The Early Childhood Education Community

To continue to enhance the early childhood community's awareness of more developmentally appropriate practices, a series of workshops were planned that stressed the value of play. Additionally, a series of workshops were planned to provide individuals with skills in creating a variety of developmentally appropriate activities and toys for children. Each workshop was planned to combine theoretical aspects of developmentally appropriate materials for young children with hands-on experience to create some of these developmentally appropriate activities or toys for young children.

In this way, it was possible to model exactly what developmentally appropriate practices are. It was also possible to integrate theory and practice. By presenting individuals with chances to make developmentally appropriate materials for their children, theoretical components could be discussed in an informal way. Individuals had to think about these theoretical components when trying to make the activities appropriate for the age of their child or children.

3. Increase the Degree of Developmentally Appropriate Practices

a) Pre-Service Early Childhood Education Training Program

In order to make the learning process easier, provide more practical experiences, and provide for a greater degree of integration between theory and practice, four curriculum areas were looked at; child development and introduction to psychology, observation and assessment, practice teaching and curriculum development.

Curriculum components within these subject areas were sequenced in two ways. First, individual content areas were identified for each area. These were then sequenced form easiest to most complicated. Easiest and complicated were identified by the ease with which students could identify and observe each skill. For example, physical characteristics of children are readily observable and readily identified. These characteristics can be observed directly and described with relative ease. Conversely, cognitive skills are much more difficult to observe and identify. These characteristics are much more abstract and cannot be observed directly. Data must be gathered in a variety of ways and an analysis of the data is required. Analysis is dependent on interpretation of different behaviours. This skill is much more difficult and requires much more integration of knowledge. Therefore, it seemed logical to start

discussions of child development with physical characteristics and end with cognitive characteristics (Appendix K).

A second way that course content was sequenced, was along a continuum over the two-year program and with respect to other required course components. Using the child development course as an example again, it was decided to start the content area with the pre-school child as opposed to pre-natal and infant development The reasoning was, that the students would receive the greatest amount of exposure to the pre-school child and therefore, were much more likely to be able to integrate the theoretical and practical components. The college utilizes roughly twenty practicum locations. Of these placements, only two have infant and toddler programs. Over a two year period, the students are required to complete four different practicum experiences, in four different locations. If only two centers offered infant and toddler programs, few students would get actual experiences with this age group. Additionally, in other years, the pre-school child component was not covered until second semester. Student practicum experiences start in first semester. Students could not directly apply theoretical components within their first semester.

Integration across curriculum areas was also closely looked at. Students discussed elements of child

development in class, learned how to observe and record this information in observation and assessment, learned to apply these observations directly in practicum locations, then brought back information to class for discussion and observation. Thus, there was a close integration between the three course components, child development, observation and assessment and the practicum experience.

During second semester, students expanded upon their observation skills, expanded discussions on child-development to include other age groups and utilized the interpretation of their observations to develop plans for children's programs. This is the most difficult skill level, as integration of many skills is required. Students must have knowledge of child development, know how to observe children, interpret their observations, and finally use this information to develop plans that include developmentally appropriate activities and materials in a variety of environments. Students were required to collect observational data in their practicum locations, submit appropriate plans based upon these observations and, implement these plans within their practicum location.

In third semester, students were required to do more in depth observations on two individual children, develop an individual education plan based on their observations, and develop and implement individual activity plans

within practicum locations. These skills are more complex. Students need to integrate more information, interpret data successfully, make developmentally appropriate plans based on the data and implement these plans in a variety of settings with a wider age range of children.

Other content areas covered in third semester included strategies for sharing information with parents, conducting successful interviews, and planning and implementing a total learning environment for young children. All of these content areas require a much higher degree of integration of knowledge and greater sophistication of students' skill levels.

It was anticipated that some of the students would have difficulty with the theoretical content components. Classes were scheduled so that second-year students could be available during part of the time during child development and observation and assessment classes to act as student tutors. A close record of student achievement in these content areas was kept, to allow for early identification of difficulties. Class sessions would change in the following ways. There would be a two hour normal discussion period with the lecturer. This would be followed by a one hour, small group, practical applications' session. Second year student tutors would receive detailed training sessions and a small group of

first year students to work with. These sessions would deal with practical application of theoretical components, ie. developing observation tools, clarifying theoretical issues, interpretation of data.
The lecturer would deal with a larger group. This group would be identified as needing less individual help and therefore could use the time to enhance or develop their skills. This kind of model had several advantages. It allowed for greater individualization of skills, provided opportunities to reinforce skills for both first and second year students, provided a more interactive model and provided opportunities to work in teams.

It was also anticipated that several students would find it difficult to complete the required readings effectively. All course readings were taped by student volunteers and kept in the resource center at the college. This served a two-fold purpose. Student volunteers gained extra review of required readings, and individuals who had difficulty with the required readings could use a combination approach - reading while listening to the information.

Sharing of information with faculty members was done on a regular basis. Consensus and approval for teaching Child-Development and Observation and Assessment within semester one was gained in a meeting. It was decided that Developmental Curriculum II would be taught by a team. Thus there would be ongoing sharing of information

between at least two people.

New research dealing with more effective teaching techniques was shared by circulation of pertinent articles. Positive or negative results were shared in writing and verbally at any staff meetings.

Time-tabling made it difficult for staff to meet on a regular basis. When meetings did occur, a pre-set agenda was often a necessity. Thus the above methods of gaining support were chosen.

b) In-Service Programs

In a previous course held at the college (Crowther, 1989), participants had indicated that they wished to participate in further courses to enhance developmentally appropriate practices for children. Thirty practitioners had indicated an interest in looking at the development of learning environments. Additionally, these responses indicated that a six week time-span seemed appropriate.

Offering an in-service course through the college would have several benefits for the practitioners and several benefits for the college. Practitioners would receive diploma status and therefore, more recognition. The resources of the college could be utilized - expertise, time, space and equipment. The college would benefit by becoming a more visible supporter of in-service needs and also by becoming a more visible "expert" in the field of early childhood education. It

would also serve to expand existing post-diploma courses.

4. Increase Opportunities to Participate in Post-Diploma Programs

New resource teacher positions had opened up within the immediate area. There were not enough qualified individuals for the number of positions available. A number of individuals were hired, with the expectation that they would attain the resource teacher qualifications.

Within the community colleges in Ontario, traditional resource teacher programs, have tended to close after a number of years of operation. There was only a limited number of positions that could be filled. Additionally, many of these programs operated from a very narrow perspective. They were early childhood education programs and populations serviced were only those with special needs.

Since the establishment of junior kindergarten programs in Ontario, there has been growing discontent between teachers hired by boards of education and early childhood educators. There are a minimum of two additional training years for teachers within the boards of education. If the program was to attract any individuals, either teachers or teacher assistants from the elementary schools, it was deemed wise to choose another title. This was confirmed by administrative personnel in local school boards.

Additionally, many of the skills necessary to be a successful graduate of a resource program are applicable in a variety of fields: social service work, education, and developmental service occupations.

The community resource consultant program was set up with these views in mind (Appendix C). General principles and skills were to be emphasized that could be used across a wide range of populations. The program needed to stress an adult-centered learning approach. These individuals were identified as key individuals to bring about change within their communities. Thus, appropriate techniques and strategies needed to be modelled. The resource consultant program was developed with all these needs in mind.

In order to break down traditional ideas about teaching and learning, individual components within the program would be offered in non-traditional ways. Structured class times were available, but many course components would be taught in all-day workshop sessions by guest speakers, who were experts in their fields. This meant, that these experts would come from a variety of backgrounds and experiences. One lecturer from one discipline would not be responsible for all the teaching. Additionally, workshops would also be advertised to the community at large, to encourage a more diverse participation base.

Report of Action Taken

The specific actions taken will be discussed as covered in the objectives, outlined on pages 54 and 55.

1. Establishment of a Support Group

A support group was established. Interested participants enrolled in a course, Development of Support Strategies For Child-Directed Programs, see Appendix -L. The course was a credit course offered through the community college. Participants were encouraged to enroll in groups to represent different child-care services for young children in this area. Participants met once a month, for three hours over an eight month period.

Participants were asked to complete a questionnaire to indicate their preferences for topics to be covered during the durations of the course, see Appendix L, p. 141. Results of this questionnaire, see Appendix, L p. 142, were used to set up future agendas. Additionally, participants were involved in setting up future agendas by submitting additional items for inclusion two weeks prior to the next session and by collecting information and materials as required for each session.

The sessions were scheduled to give practitioners time between sessions to attempt to implement some of the ideas and strategies developed.

2. Course to Gain Skill in Setting Up Developmentally Appropriate Environments

A six week course, Setting Up Developmentally Appropriate Environments, see Appendix N, was offered to practitioners. Due to the number of registrations, the course was offered in two sections on two different evenings. A total of thirty-four individuals, from eighteen different locations enrolled in the course. The classroom environment was set up in interest centres for each session, to allow participants to become actively involved within different activities, to model techniques of setting up developmentally appropriate environments, and to allow for discussion and problem solving times.

Individuals' input was at all times encouraged. During the registration session, individuals indicated the type of activities that they wished to pursue during the six week course. The course outline reflects those requests. Summaries of group discussions, for each evening session, were assimilated and distributed on subsequent evenings.

3. Application and Generalization of Academic Components in Pre-Service Program

In order to facilitate greater understanding of some of the curriculum components, Child Development, Observation and Assessment and Developmental Curriculum II and III, the following steps were taken.

a) All course components were analyzed and developed in

a sequence ranging from easiest to hardest. Easier components were identified as those areas that were most visible, and required least interpretation and little generalization of the students.

In the Child Development course, this sequence was developed as follows. Physical growth and development in young children is easy to measure and differences in children's motor ability or growth are readily observed. Similarly, language development is easy to measure. It is however, a slightly more difficult component as the student is more reliant on one observation sense, listening, and needs to have some knowledge of child development to realize that children's language is quite different from adult language. Conversely, social/ emotional and cognitive development were identified as the most difficult components. Both of these components are very difficult to observe directly and require a high degree of interpretation. Since social/emotional behaviour can be more readily observed through children's responses to their environments, it was covered first. For a more detailed break-down of the subject areas, see Appendix K.

Observation and Assessment followed a similar process, see Appendix K. The process for the student was to first, learn how to observe. Through this process, students were made aware of their own personal bias and how this bias could influence their judgements. Learning

to observe started with observation of the physical environment. The physical environment is static, factual and therefore can be recorded in a very objective manner. As students progressed through the child development areas as listed above, they learned to develop observation tools to observe children that correlated with the child development components taught. Students learned to develop objective checklists (present/absent, frequency counts, duration counts). These tools were chosen as they are the easiest ways to create valid and reliable tools. The next step in the process was the implementation cycle. Students worked in practicum pairs to gather the observational data required. In this way some reliability and validity could be established. Lastly, students brought the information back to class to compare, discuss and finally interpret the information they had gathered. Interpretation is the hardest step. Small group discussion, peer tutors, developmental norm charts, and instructor input were used to facilitate the process.

The developmental curriculum courses were taught in second and third semester. Students need to apply the knowledge gained from observation and assessment to the components of curriculum planning and the implementation of plans. All developmental curriculum aspects started with an in class observation period. Students were

either to actively participate in activities that were set up, or to observe a simulation of such activities. The next steps were to: identify the value of the activity, identify the teacher's role in that activity, plan the set-up of that particular activity, develop an activity plan of that activity and finally implement that activity within their practicum location.

b) All four courses taught utilized a variety of approaches. First students were presented with the theoretical components in a variety of ways - lectures, discussions, films, slides, and readings. These experiences were followed by practical applications of these experiences, see Table 9 for a listing. This was followed by observations within practical settings. Lastly, students were asked to apply the knowledge gained through a series of tests or assignments.

c) All tests and assignments were open book. Additionally, over each term and from one term to the next term, there was an escalation of the requirements of these tests and assignments. There was a gradual shift from looking up information and recording it, to looking up information and applying it.

d) Since student placements during the first semester were community based placements, and since there were only two programs enrolling infants and toddlers,

Table 9

Listing of Practical Experiences As Related to Academic Courses

Course Name	Practical Experiences
Child Development	1. use of photographs/slides/cartoons to identify/discuss different aspects of child development 2. student created, chronological charts to categorize children's behaviour along a continuum, ie. language and motor development 3. use of instructor prepared cards to organize/sort/classify information along a developmental continuum, ie. language, gross/fine motor, social, cognitive behaviour 4. student development of a variety of observation tools to be utilize within student practicum locations 5. child development components in semester I, followed by required observation assignment within students' practicum location
Observation and Assessment	1. establishment of a variety of observational settings within classrooms to encourage use of different senses to observe 2. development of observation tools in small groups during class time 3. use of pictures/photographs/slides to discuss aspects of situation/ setting on behaviour 4. self-corrective study cards to enhance skill in recording/ interpreting observations
Developmental Curriculum II	1. classroom set up to encourage active student participation - science/cooking/writing/carpentry/ drama and related activities 2. development of curriculum plans and floor plans based on active experiences
Developmental Curriculum III	1. simulation experiences - interview task analysis 2. development of IEP/IPP in groups

the content of the first Child Development course concerned only the preschooler. In second semester, components for infant and toddlers and the school-aged child were covered using the same outline as established in the first semester.

e) An attempt was made to more closely link academic components together.

f) All lectures and required readings were taped and left in the library.

In first semester, a close link was established between Child Development, Observation and Assessment, and the students' practicum, see Appendix K. In fact, students received double credit for their observation assignments and their observation section within their practicum evaluation.

In second and third semesters, there was no formalized observation course. Linkages between observing and child development were maintained by assigning an observation activity over the term that related to the students' practicum and child development class. All elements of developmental curriculum directly related to child development and observation of children's strengths and needs. All assignments could be implemented within the practicum locations.

4. Educator Involvement in a Conference

There is an annual yearly conference scheduled for all the faculties and support staff of the Early

Childhood Education programs of the community colleges in Ontario. Two community colleges shared the responsibility for organizing the conference, the organization of the program content and administration of accommodation and program facilities.

Members of the authors' faculty of the early childhood education department organized the program of the conference. The topic was developmentally appropriate practices for adult students and for children. The keynote address and the closing address were to bring the two streams - adults and children - together. An overview of the proposed program was sent to all community colleges and to all day care facilities associated with those colleges. Faculty members and day care educators were asked to respond to a questionnaire, see Appendix I.

The input gained was tabulated and a final draft of the program was submitted for approval. A meeting was scheduled between the two community colleges responsible to determine the final details. For details of the conference, see Appendix I.

5. Parent/Caregiver Workshop About the Value of Play

A workshop was organized in a resource drop-in centre. Nine individuals participated. Participants were parents and private home daycare providers.

Individuals were encouraged to actively participate.

Materials and displays that were set up were:

a) developmentally appropriate for toddlers and preschoolers.

b) Activities that could be purchased cheaply.

c) Activities that were made from a variety of cost-free materials.

Displays were set up on bulletin boards to identify the value of different play activities and to give ideas for storage of materials. Again the emphasis was on either low-cost items or on converting cost-free items.

The workshop was split into two groups. While one group participated with their children in the activities within the drop-in centre, the other group participated in the workshop. The second group that participated in the workshop, brought their children along. All children immediately started to use the materials provided. The adults initially observed the children's interactions, but quickly became more actively involved with their child's play.

6. Constructing Developmentally Appropriate Activities Workshop

An all-day workshop was developed to involve practitioners and early childhood educators in an active, hands-on experience of making developmentally appropriate toys for preschoolers. Participants received a listing of required materials previous to the workshop. All materials listed were either available at home or cost-

free. Fifteen individuals participated.

During the workshop, each participant received a booklet of instruction and any other materials not specifically requested. All other materials and supplies were supplied. These materials and supplies had been purchased previously by a grant form Community and Social Services.

The workshop was divided into two sections. The morning session was a skill building session, followed by a practice session. During the afternoon, individuals could chose to make two different projects.

Possible projects were simple wooden puzzles, sequence blocks, discrimination activities, matching sticks, matching cubes, sequence sticks and classifying activities.

Each activity was carefully explained in the hand-out and was also displayed. Each activity had a clearly stated purpose, identified the value of the activity and gave step by step directions on how to complete that particular project. Additionally, alternative suggestions for each activity were given.

7. Offering of First Two Courses of Community Resource Consultant Certificate Program

The Community Resource Consultant Certificate Program was developed following the steps outlined in Appendix C. It was approved as a unique program in Ontario by the Ministry of Universities and Colleges.

An ADHOC committee with community representation, was established for this program.

The first course, the Individual Career Portfolio Course, see Appendix D, was offered during the fall semester. Course hours varied between regularly scheduled class hours, the opening night and closing night, and regularly scheduled workshops. Two of the workshops, *Toward Self Enhancement and Personal Growth and Enhancing Communication Skills* were all day Saturday workshops. The other workshops, *Improving Efficiency in Research Skills and Legislative Issues* were three hour evening workshops. Each workshop was led by an individual expert or a team of experts. Experts were chosen from many different disciplines: burnout rehabilitation, library science, ministry representatives, communications studies, and the human service fields.

Twenty-eight participants registered. Educational levels and experience levels were extremely varied. A break down of the educational levels was as follows;

a) early childhood education diploma - 12 individuals.
b) developmental service worker diploma - 2 individuals.
c) equivalency standing - 3 individuals.
d) early childhood education and developmental service worker diploma - 1 individual.
e) degree in teaching in the public school system - 1 individual.

f) early childhood education diploma and a degree - 2 individuals.

g) early childhood education diploma and working towards a degree - 5 individuals.

h) early childhood education diploma and working on a graduate degree - 1 individual.

Work experience of the group ranged from one year to over twenty years.

Participants were required to complete four assignments. Each assignment was to be an integration of the information gleaned from each of the four different workshops. Following each workshop, participants had the option of either attending a class or communicating with the instructor via regularly scheduled telephone conference calls. All assignments built upon each other both in skill development and in the final product, the Individual Career Portfolio.

Unfortunately, a four week strike disrupted the program in several ways. Course time had to be extended by four weeks. The course had to be continued into the new year, which extended the actual time by another two weeks due to the Christmas holidays. Workshop dates had to be re-scheduled. Many of the guest speakers who had expressed an initial interest in participating in the workshops were no longer available. It was extremely difficult to find replacement speakers. Additional hours

were needed to revise and adapt the curriculum components as necessary with this new group of speakers. There was an immediate drop in enrollment, five people, after the strike.

The Environmental Design Course, see Appendix D, followed a similar pattern as the Individual Career Portfolio Course described above. However, there was only one all-day Saturday workshop, Organizing Spaces For Learning Development. Evening classes varied in format. Participants had opportunities to visit community based child care services, participate in hands-on workshops, had opportunities to listen to the viewpoints of other experts in the field, and become actively involved in observing and planning for the creation of a new children's on campus lab school environment.

Twenty individuals enrolled in the course. Nineteen of the individuals continued from the Individual Career Portfolio Course. Educational backgrounds and work experiences were the same as described previously in the Individual Career Portfolio Course with one exception, the individual with the bachelor of education degree did not continue.

8. Providing Opportunity for More Diverse Involvement Within the Community Resource Consultant Certificate Program.

All workshops as described both in the Individual Career Portfolio Course and the Environmental Design Course, were advertised to the community at large. There

was a three-fold purpose in designing the program this way. First, it was hoped that this would lead to a greater opportunity to share ideas, perceptions, and expertise with a greater participant group. Second, it was hoped that this would increase the level of awareness of critical issues about child care within the community. Third, it offered an opportunity to bring in well known experts in the field, because of the increased financial intake from a larger participant group.

CHAPTER 5

RESULTS, CONCLUSIONS AND RECOMMENDATIONS

Results

The results of the specific action taken will be discussed as covered by the objectives, outlined on p. 53 and 54.

1. Evaluation of Support Group Establishment

Several measures were used to determine the effectiveness of establishing a support group by offering a course, Development of Support Strategies For Child-Directed Programs. A comparison was made between the actual number of individuals who had previously requested such a course and the actual number of participants who registered. Second, the attendance of the participants over the eight sessions was tracked. Finally, participants were asked to fill in an evaluation, see Appendix E.

Thirty individuals who had attended a previous course, Child-Directed/Child-Initiated Activities had indicated a desire to establish a support group. The enrollment exceeded the expectations. A total of thirty-seven individuals, representing eighteen different centres, were enrolled in the course. The course was split into two sections, held on two different nights.

Attendance during the first half of the course was

high. The average attendance rate over the first four sessions was 92%. Attendance fluctuated over the second half of the course, between 62% and 85%.

The participant course evaluation, see Appendix E, was analyzed in several ways, see Figure 8. The total number of responses to choice categories, 1 to 5, were calculated for items 1 to 16 in different ways, so that different dimensions of the participant responses could be identified. The different dimensions measured were;

a) the total number of responses per choice category - Series 1, items 1 to 16.
b) the perceived learning of the participants - Series 2, items 1 to 5.
c) the level of teacher instruction - Series 3, items 6 to 11.
d) the degree of student interactions - Series 4, items 12 to 14.
e) the appropriateness of the learning materials - Series 5, items 15 and 16.

In addition, percentage scores were calculated as follows. Raw scores, see Appendix M, were totalled for each choice category, 1 to 5, for all items 1 to 16. The total number of possible responses to all items answered, was tabulated. Raw scores per choice category were divided by the total number of responses and multiplied by one hundred. The same procedure was used to calculate

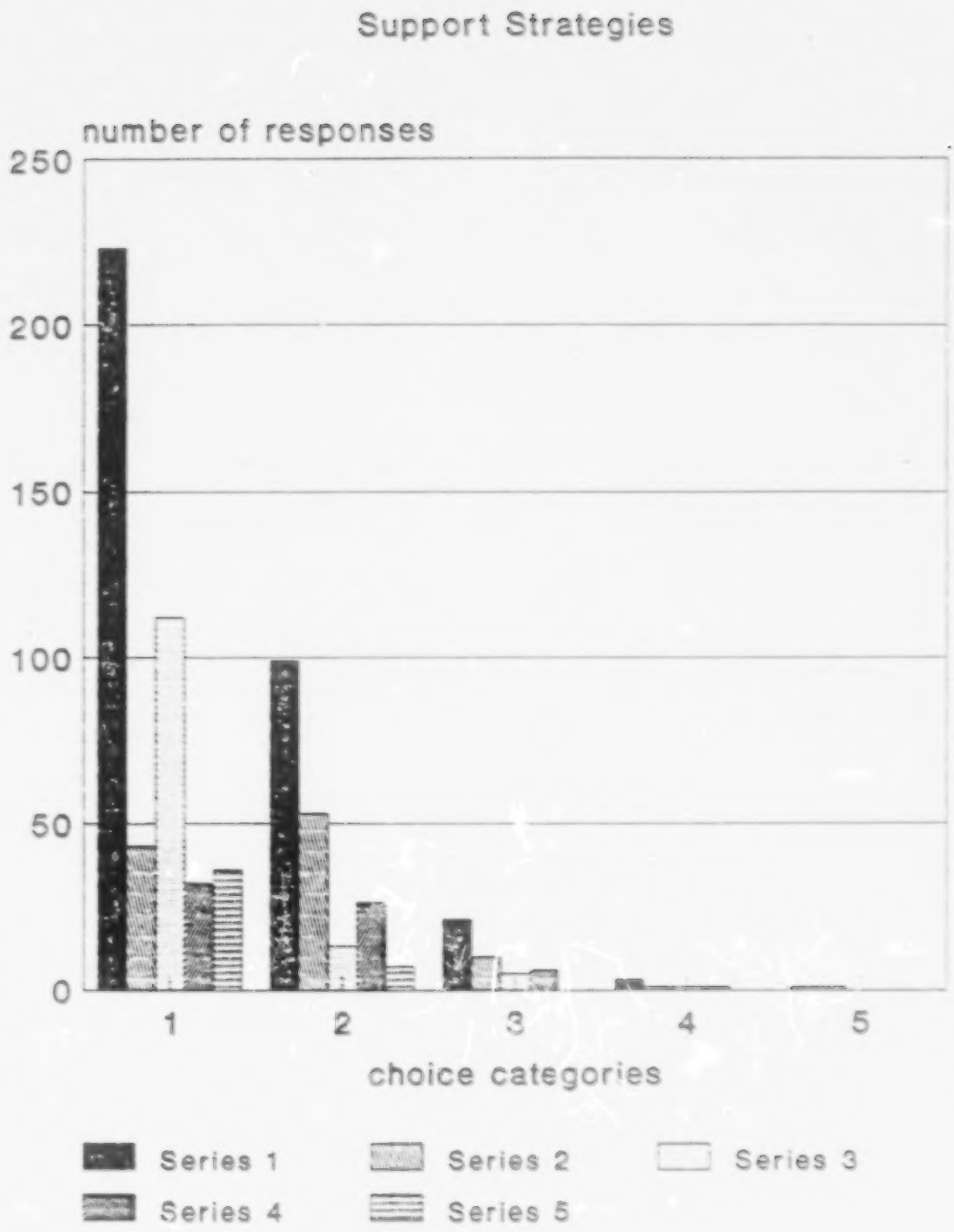
Support Strategies
number of responses
250
200
150
100
50
0
1
2
3
4
5
choice categories
Series 1
Series 2
Series 3
Series 4
Series 5

Figure 8

the percentages for the various dimensions as listed above, see Table 10. Only a total of twenty-two evaluations were submitted. Some individuals chose to submit the evaluations as a group, corresponding to the centre they worked in.

A summary of the individual comments that students made are presented in Table 11. Comments were grouped together on the basis of similarity. Only comments that were repeated more than once were included.

2. Evaluation of Course to Set Up Developmentally Appropriate Environments

The evaluation analysis was carried out in a similar manner as the evaluation for the support group strategies in three ways: measurement of the different dimensions, see Figure 9, the percentage calculations, see Table 12, and the summary of comments made, see Table 13. One difference in the evaluation form used, was that item two was omitted for this particular evaluation.

The different dimensions measured were;

a) the total number of responses per choice category - Series 1, items 1 to 15.
b) the perceived learning of the participants - Series 2, items 1 to 4.
c) the level of teacher instruction - Series 3, items 5 to 10.
d) the degree of student interactions - Series 4, items 11 to 13.

Table 10

Percentage Calculation Per Dimension Measured - Support Group (Percentages are rounded off to one decimal point.)

Dimension Measured	Percentages Per Choice Category				
	1	2	3	4	5
total number of responses	64.3	28.5	6.1	0.9	0.3
perceived learning	39.8	49.1	9.3	0.8	0.9
teacher instruction	85.5	9.9	3.8	0.8	0.0
student interactions	49.2	40.0	9.2	1.5	0.0
learning materials	83.7	16.2	0.0	0.0	0.0

Table 11

Summary of Comments Made - Support Group

Category	Responses Made	Number of Responses
general comments	- interesting course	8
	- excellent materials/videos/ films	5
	- instructor well prepared	3
	- monthly classes too far apart hard to remember topics/ discussions	4
	- need more specific directions	3
	- like group discussions/ cooperation	3
interest in future courses	- dealing with parents	6
	- assessment and observation techniques	5
	- expanding learning centres	8
	- specific curriculum strategies	12
suggested course length	- 6 to 8 weeks	10
	- weekly for one semester	4
	- monthly over one year	2

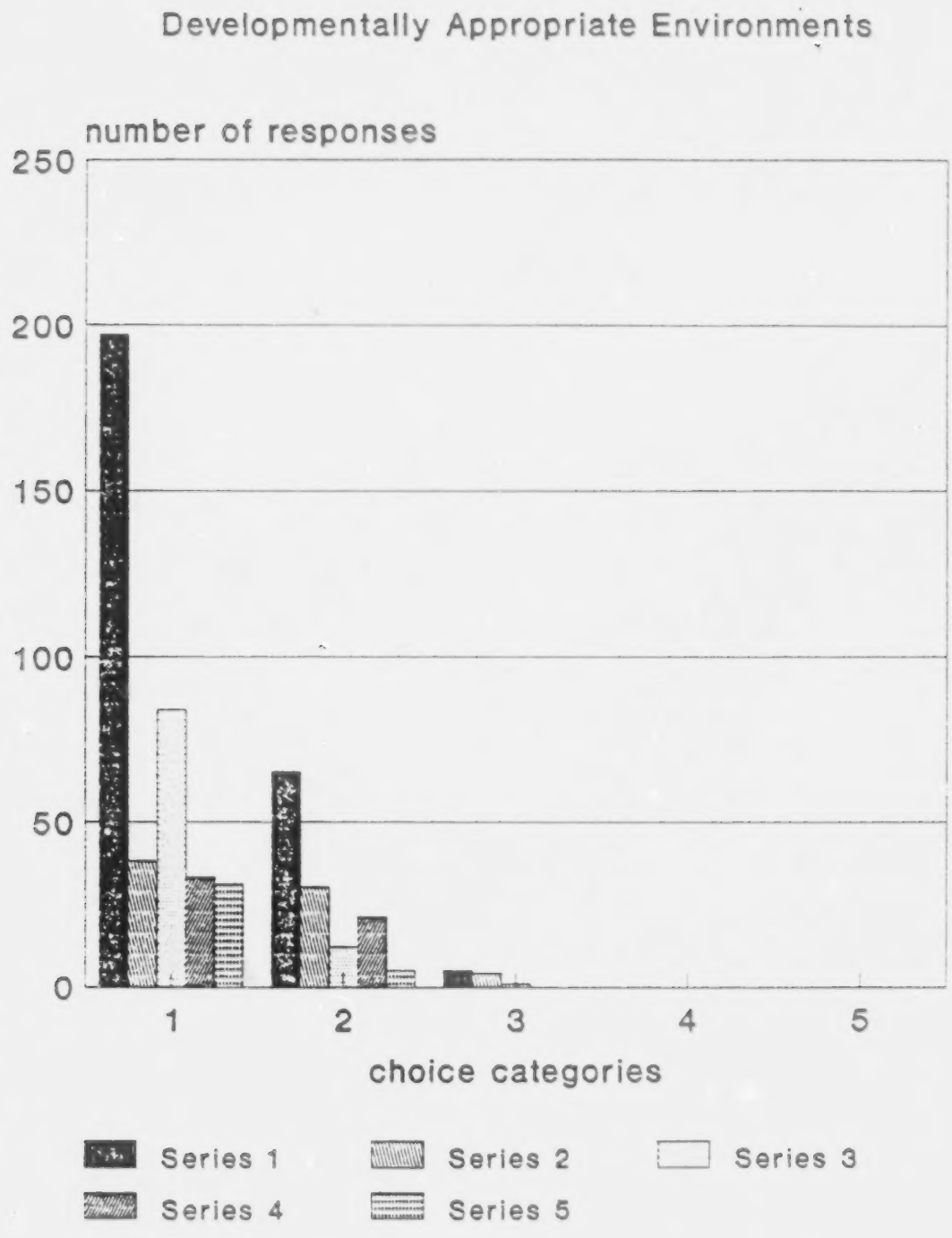
Developmentally Appropriate Environments
number of responses
250
200
150
100
50
0
1
2
3
4
5
choice categories
Series 1
Series 2
Series 3
Series 4
Series 5

Figure 9

Table 12

Percentage Calculation Per Dimension Measured - Developmentally Appropriate Environments (Percentages are rounded off to one decimal point.)

Dimension Measured	Percentages Per Choice Category				
	1	2	3	4	5
total number of responses	73.9	24.3	1.9	0.0	0.0
perceived learning	52.8	41.7	5.6	0.0	0.0
teacher instruction	86.6	12.4	1.0	0.0	0.0
student interactions	61.1	38.9	0.0	0.0	0.0
learning materials	86.1	13.9	0.0	0.0	0.0

Table 13

Summary of Comments Made - Developmentally Appropriate Environments

Category	Responses Made	Number of Responses
general comments	- worthwhile course	8
	- enjoyable course	9
	- learned a lot due to hands-on approach	4
	- relaxing atmosphere, easy to discuss points	5
interest in future courses	- dealing with parents	2
	- outdoors learning centres	2
	- specific curriculum strategies	15
suggested course length	- 6 to 8 weeks	10
	- weekly for one semester	2
	- two hours per night	4

e) the appropriateness of the learning materials - Series 5, items 14 and 15.

3. Evaluation of the Application and Generalization of Academic Components in Pre-Service Program

Evaluation of the course components was measured by student questionnaires, see Appendix F. Since course content and competency of the student in all three areas, child development, observation and assessment and developmental curriculum were developed over two semesters, students provided feedback only once over the two semesters. In addition, since the child development course and the observations and assessment course were closely integrated, only one evaluation for those two courses was implemented.

Both evaluations were analyzed along several dimensions. The dimensions analyzed were:

a) student agreement/disagreement with the teaching approach - item 1 on both evaluations.

b) student understanding of the adult learning approach - item 2 on both scales.

c) student understanding of the integration of the child development and observation and assessment courses - item 3 on evaluation one.

d) student agreement/disagreement with the team teaching approach - item 3 on evaluation two.

e) student evaluation of materials - item 4 on both evaluations.

f) student evaluation of the assignments and tests - item 5 on both scales.

g) recommended changes and general comments - items 5 and 6 on both evaluations.

All comments for all dimension, except for dimensions specified under c and d, were summarized in Table 14. Like comments were clumped together under the appropriate dimensions. It was, therefore, possible to compare the evaluation forms to identify the degree of consistency in the students' response rate. Responses were classified either as positive or negative depending on the student's opening statement. All students responded with a positive or negative statement before continuing with comments.

Comments responding to the combining of the two courses, Child Development and Observation and Assessment, and the team teaching aspect for the Developmental Curriculum courses were analyzed in a similar way, see Tables 15 and 16.

General comments for the Child Development and Observation and Assessment courses were be grouped under the following categories:

a) enjoyable, informative way to learn - 9 comments.

b) high degree of perceived learning using this method - 7 comments.

c) positive comments relating to instructor's

Table 14

Measure of Consistency Between Evaluation One and Two

Dimension Measured	Child Development/ Observation/Ass.	#	Developmental Curriculum	#
Teaching Approach	agreement	35	agreement	36
	disagreement	1	disagreement	1
Teaching Approach Met?	agreement	34	agreement	34
	disagreement	1	disagreement	1
Understand Concept	**ENCOURAGEMENT** to - participate, express ideas, discuss, and form own conclusions	15	**ENCOURAGEMENT** to - participate, express ideas, discuss, hands-on activities	10
	EVALUATE SELF - learning, greater knowledge, passing, learned about self, remembered more	5	**EVALUATE SELF** - increased knowledge ledge, passing, new approaches, remembered more	3
	INTEGRATE LEARNING interrelate info., expanded outlook, expanded, learning related to work-place, organize thoughts/ideas	8	**INTEGRATE LEARNING** interrelate info., organize thoughts, adapt, experiment, expand thoughts & learning	7
	LEARNING SIMPLI-FIED - variety of methods, good examples, practical materials & assignments, thorough explanations, easy to understand	9	**LEARNING SIMPLI-FIED** - better way, good examples, variety of methods,	6
	PERSONAL COMMENTS	2	PERSONAL COMMENTS	4
Materials	**USE OF MATERIALS** better way to remember & understand, group work, variety, specific	15	**USE OF MATERIALS** active involvement to understand, experimentation, varied, well used	7
	VALUE - well selected, well organized, good source of info./ ideas, effective	13	**Value** - well selected, available, well organized, effective, useful, interesting	22

Table 14 - cont.

Measure of Consistency Between Table One and Two

Dimension Measured	Child Development/ Observation/Ass.	#	Developmental Curriculum	#
Materials	**READINGS** - well selected/used, helpful, utilized over two terms, not used enough	6 1	**READINGS** - useful for future, not used enough	2 1
	INTEGPATE LEARNING gradual escalation of expectations	1	**INTEGRATE LEARNING** many different approaches possible useful for work-place setting	2
	PERSONAL COMMENTS	3	**PERSONAL COMMENTS**	3
	POSITIVE EXPERIENCE	35	**POSITIVE EXPERIENCE**	36
Tests/ Assign-ments	**SELF-EVALUATION** - point out problem areas, need to revise/review, rewarding, competency	11	**SELF-EVALUATION** point out problem areas, rewarding, competency	5
	USEFULNESS - rely on self, learning situation, easier to remember info., practice, expanded greater effort, less pressure, learn to organize	15	**USEFULNESS** rely on self, useful/practical, learning situation, practice, prepara-tion for practicum	15
	INTEGRATE LEARNING re-organize info. another way, new way to think, useful for future reference	4	**INTEGRATE LEARNING** explore a different way, analyze task to measure purpose, apply knowledge to other academic areas	
	POSITIVE EXPERIENCE	36	**POSITIVE EXPERIENCE**	36
Changes Needed	**NONE**	20	**NONE**	15
	MORE - discussion, practice teaching, group activities/ takes, time to participate, clarification	6 1	**MORE** - consistency in team teaching, advance notice of assignments, hands-on experiences	6 2 2
	SEPARATE COURSES	1	LESS WRITING	1
	NO STRIKE	1		

Table 15

Responses to Combination of Child Development and Observation and Assessment

Response Categories	#
positive responses	32
negative comments	4
greater insight into children	13
easier to understand child development, observation and deal with practicum	7
better way to gain the required knowledge	6
put the academic and practical components into perspective	5
found combination confusing	4

Table 16

Responses to Team Teaching

Response Categories	#
positive responses	18
negative comments	14
unsure (students liked some aspects not others)	4
gave opportunity for gaining a broader view	16
more interesting	4
more help to students with problem areas	2
too much disagreement/contradiction (contradictions made public, fought too much)	15
found it confusing	5
inconsistent in marking	3
only one teacher teach course	4
related to a specific instructor	5

interactions and teaching style -13 comments.

Similarly, general comments for the developmental curriculum courses were grouped under the following categories;

a) enjoyable, interesting way to learn - 9 comments.
b) high degree of perceived learning using this method - 2 comments.
c) positive comments relating to team teaching approach - 2 comments.
d) positive comments relating to one instructor's interactions and teaching style - 3 comments.
e) dislike for team teaching approach - 4 comments.

Students' success in the observation assignment developed for the child development course over the second semester was analyzed in the following way. All faculty who supervised practicum students were asked to identify which approach they used for evaluating students in the observation and assessment portion of the practicum evaluation. Three categories could be identified, see Figure 10:

a) consistent with the approach developed over the first semester - series 1.
b) encouraging students to use the first semester approach but also providing students with some alternatives - series 2.
c) using alternative approaches - series 3.

A total of 36 students completed the observation

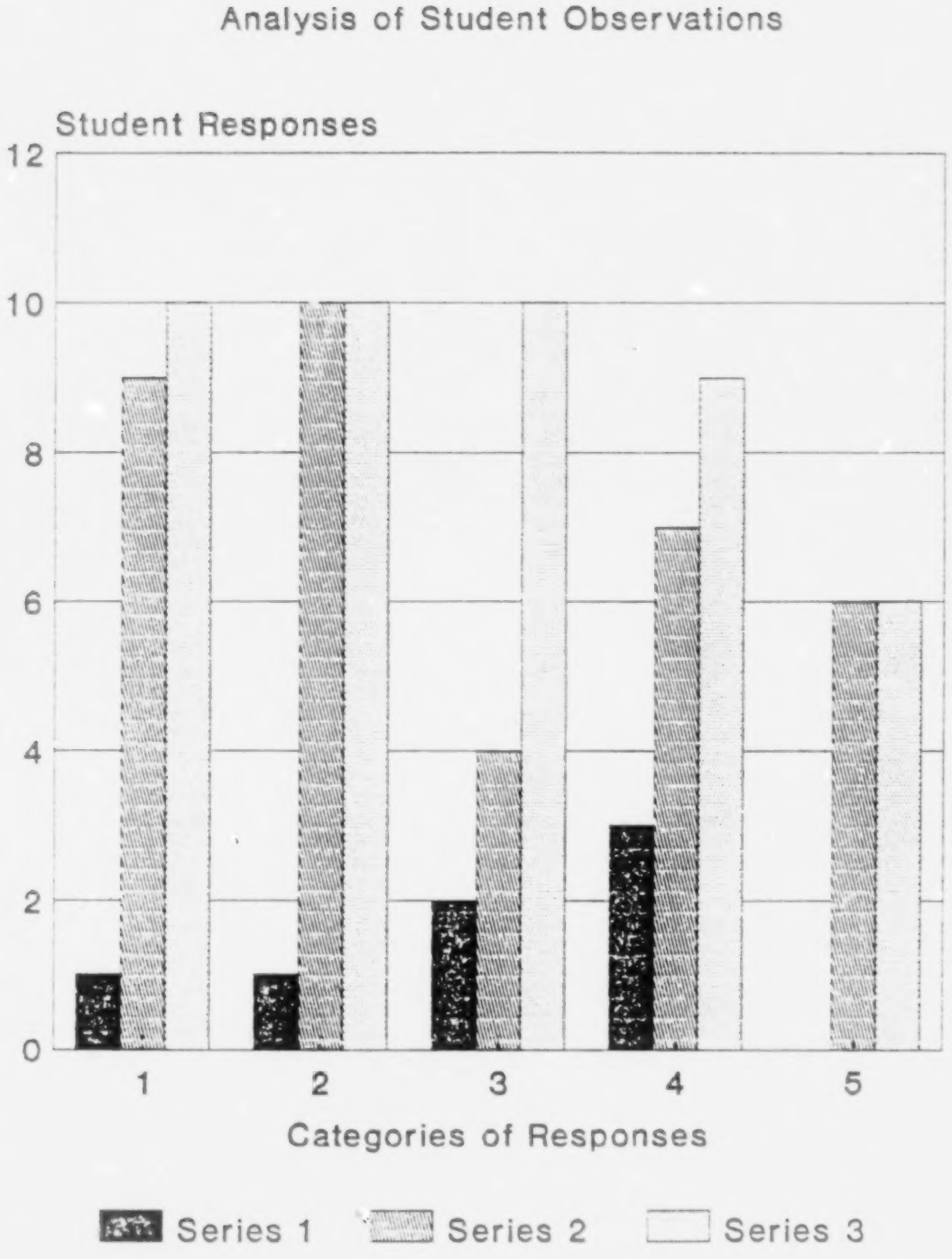
Analysis of Student Observations
Student Responses
12
10
8
6
4
2
0
1
2
3
4
5
Categories of Responses
Series 1
Series 2
Series 3

Figure 10

assignment. The assignments were analyzed in the following categories; objective or subjective comments, completeness or incompleteness of the observations (representation from each of the following areas - motor, social/emotional, language, and cognitive development), number of observations (a minimum of five or less than five observations per area observed), appropriate/ inappropriate interpretations, and use of the format as developed in first semester or use of a different format. All categories listed were compared to the type of approach faculty encouraged within the practicum locations, see Appendix M for the raw data and Figure 10 for the analysis of the results. The data represented in Figure 10 was analyzed in the following way:

a) number of subjective comments made.
b) degree of incompleteness of observations.
c) less than the minimum required observations.
d) inappropriate interpretations made.
e) use of alternative formats.

4. Evaluation of Educators Involvement in a Conference

The conference evaluation, see Appendix J, was analyzed as follows, see Figure 11:

a) series 1, question 1, on the evaluation form, analyzed the conference as a whole.
b) series 2, question 2, on the evaluation form, analyzed the informational content of the program.

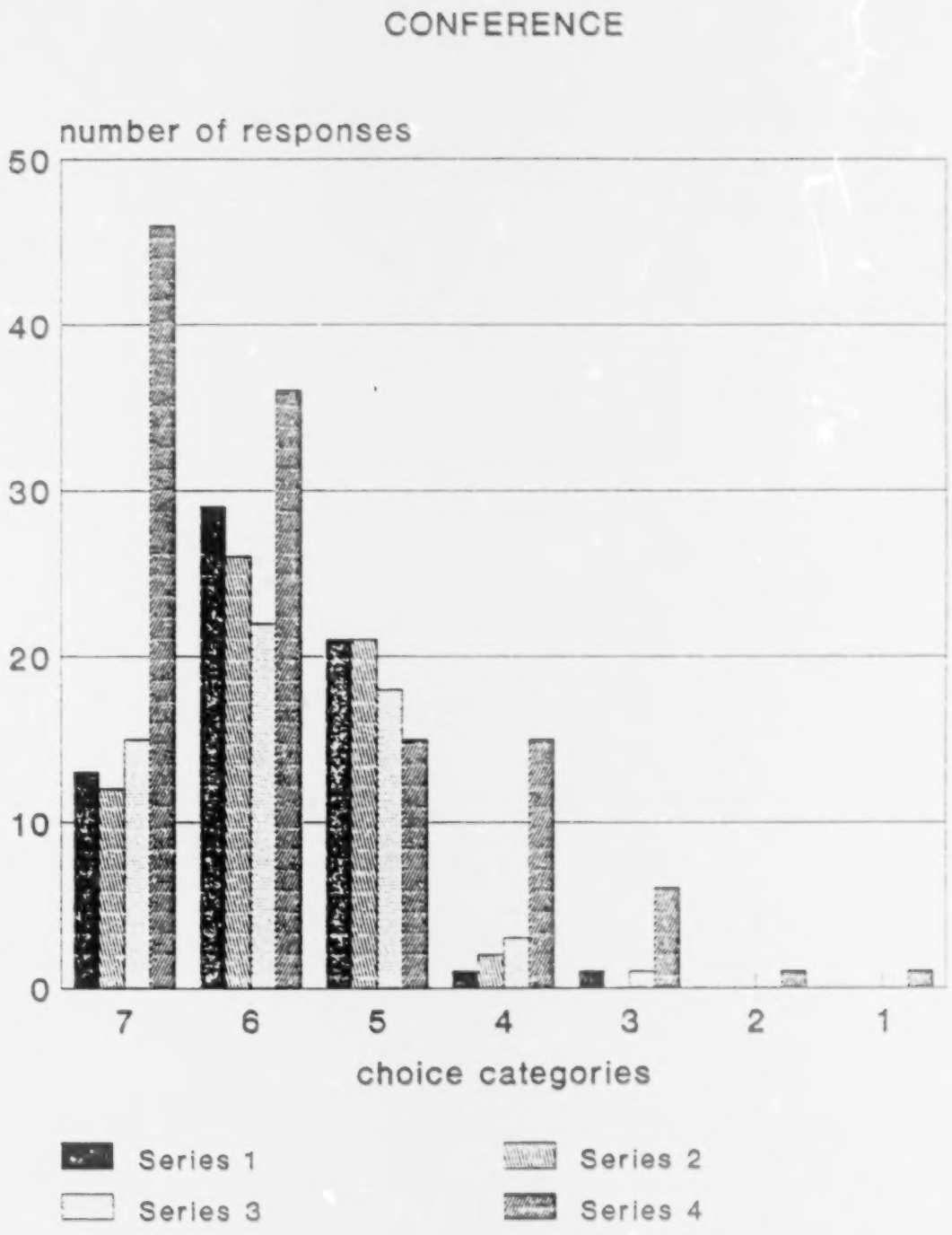
CONFERENCE
number of responses
50
40
30
20
10
0
7
6
5
4
3
2
1
choice categories
Series 1
Series 2
Series 3
Series 4

Figure 11

c) series 3, questions 3, on the evaluation form, analyzed the keynote address.

d) series 4, on evaluation form, analyzed all the workshops presented.

e) comments made regarding the most valuable contributions and suggested improvements were summarized in Tables 17 and 18.

f) percentage scores were tabulated in a similar manner as described on p. 93, see Table 19.

5. Evaluation of Parent/Caregiver Workshop About the Value of Play

The evaluation of the workshop, see Appendix G, was analyzed in the following way, see Figure 12:

a) series 1 - overall method of presentation - question 1 of evaluation form.

b) Series 2 - materials provided - question 2 of evaluation form.

c) Series 3 - overall experience - question 3 of evaluation form.

d) Questions four to six were summarized into categories.

All individuals were interested in attending future workshops. Some suggested workshop topics were: more workshops on the value of play; a workshop to make learning materials; workshops on how to strengthen the child's self-esteem; and a workshop on how to encourage children to cooperate.

Suggestions made were to include daycare educators

Table 17

Summary of Comments of Most Valuable Aspect of Conference

Response Categories	No.
individual workshops - Care for the Caregiver	20
- information about other colleges	6
- issue gathering	4
- ministry panel	4
- keynote address	4
workshops in general	20
individual responses to other aspects; social, displays, coordinator's functions	8

Table 18

Summary of Comments of Necessary Changes at Conference

Response Categories	No.
more free time to network/ share	23
more workshops, spread out over the three days	6
increased organized social activities	5
administrative details	19

Table 19

Percentage Calculation Per Category Measured - Conference
(Percentages rounded off to one decimal point.)

Dimensions	Percentage of Choice Categories						
	7	6	5	4	3	2	1
conference	20.0	44.6	32.3	1.5	1.5	0.0	0.0
content	19.6	42.6	34.4	3.3	0.0	0.0	0.0
keynote	25.5	37.3	30.5	5.1	0.0	1.7	0.0
workshops	38.3	30.0	12.5	12.5	5.0	0.8	0.8

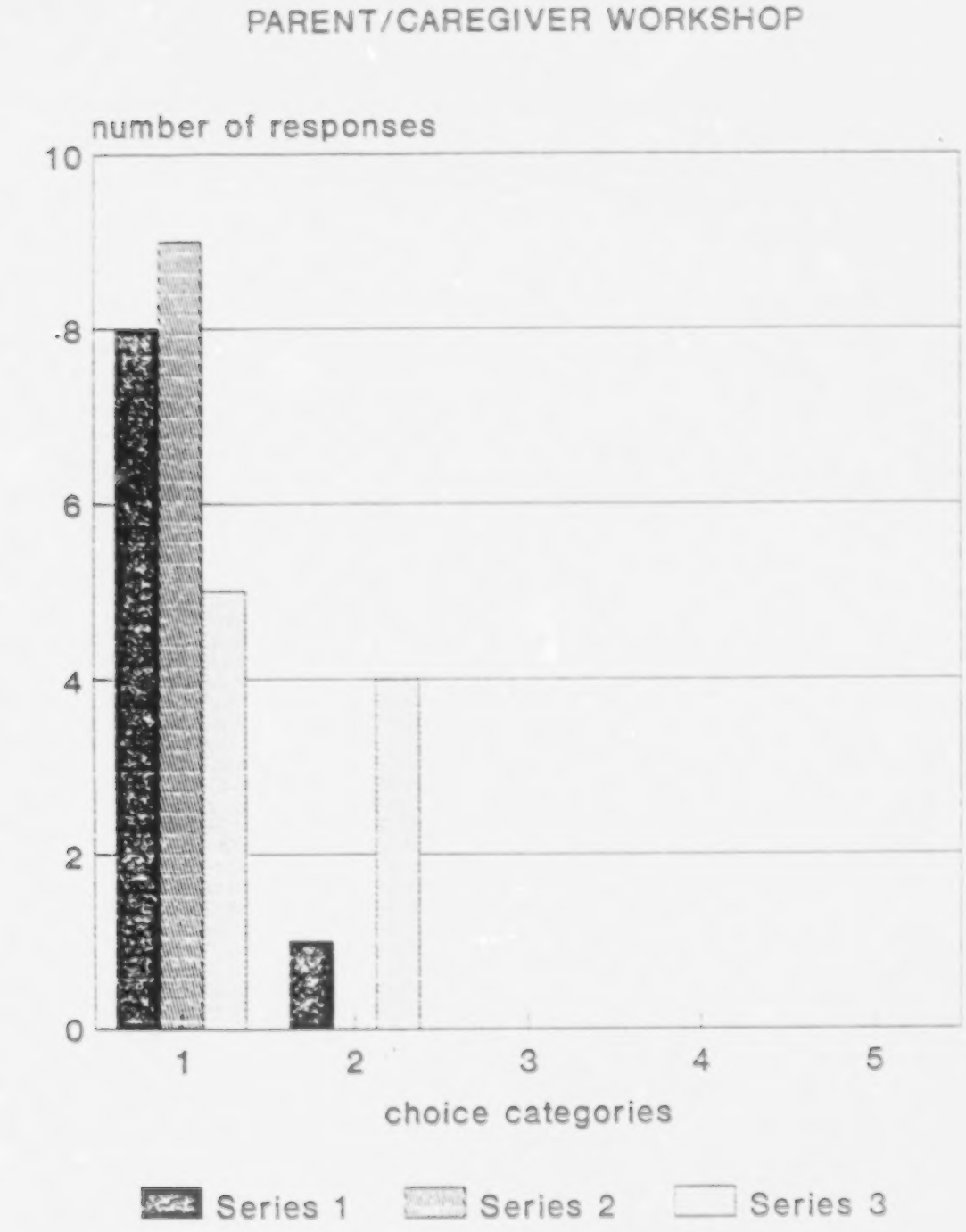
PARENT/CAREGIVER WORKSHOP
number of responses
10
8
6
4
2
0
1
2
3
4
5
choice categories
Series 1
Series 2
Series 3

Figure 12

and junior and senior kindergarten teachers in a similar workshop with the parents and daycare providers and to provide more time for the workshop. Individuals commented that it had been a learning experience for them and that the materials presented were well within everybody's budget. All participants indicated that they would implement some of the activities, ideas, and suggestions.

6. Evaluation of Constructing Developmentally Appropriate Activities Workshop

Individuals were asked to indicate how valuable they felt the experience had been to them in writing. The responses were analyzed by clumping of the responses into categories, see Table 20.

7. Evaluation of Offering First Two Courses of the Community Consultant Certificate Program

Comments made by the participants of the individual career portfolio course, see Appendix E, were analyzed along the following dimensions, see Figure 13:

a) series 1 - agreement with adult centered approach to learning - question one on the evaluation form.
b) series 2 - degree to which adult centered learning has been met in course - question 2 on the evaluation form.
c) series 3 - appropriateness of timing of course components and assignments - question 5 on questionnaire.

Table 20

Summary of Responses to Toy Making Workshop

Response Categories		No.
Personal Learning -	enlightening, inspiring, self-satisfying	3
Materials -	useful skill/materials developed	4
	- versatile, durable materials	2
	- practical materials	11
	- reasonable cost	1
Instructor's Approach -	well organized	4
	- easy simple instructions	6
	- encouraging/knowledgeable	3
Value of Workshop -	enjoyable	9
	- interesting	4
	- excellent	3
	- good variety of ideas	3
	- great atmosphere	3
	- creative	2
Future Workshops -	continuation of this workshop	15

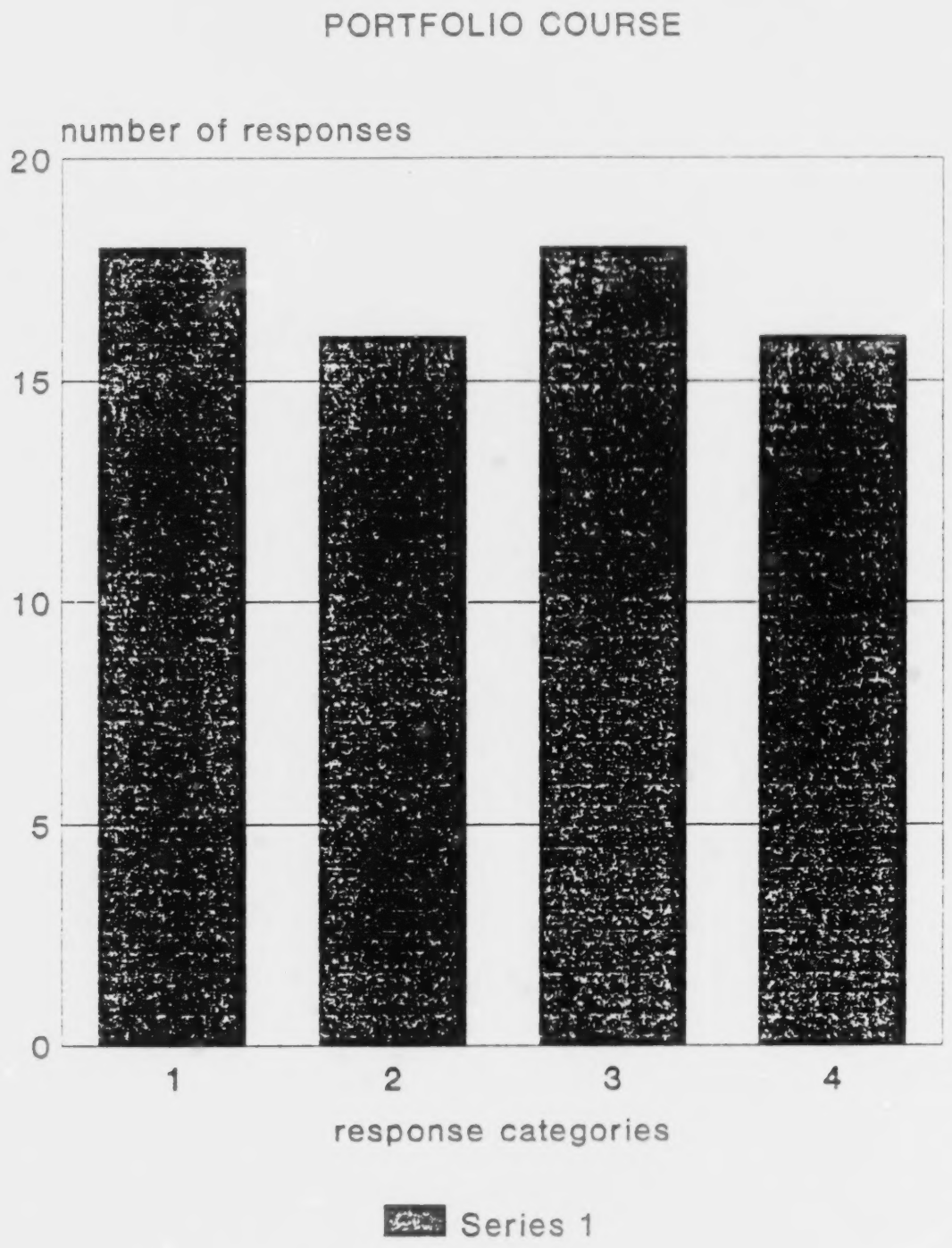
PORTFOLIO COURSE
number of responses
20
15
10
5
0
1
2
3
4
response categories
Series 1

Figure 13

d) series 4 - value of the assignments - question 6 on evaluation form.

Responses were assigned either a positive or negative value. All participants indicated an either yes or no response to each of the above dimensions. Eighteen evaluations were submitted.

The most valuable and least valuable components of the course, comments on the value of assignments and general comments made, were grouped in categories under the headings as identified at the beginning of this statement, see Table 21. Comments with only one response were categorized by other.

Additionally, students were asked to rate the value of the two all day workshops, Toward Self Enhancement and Personal Growth and Enhancing Communication Skills on a scale of one (high) to five (low). Results are recorded in the chart below.

Evaluation of Workshop Experience

Workshop	Percentages Per Choice Categories 1	2	3	4	5
Self-Enhancement	63.6	29.5	6.8	0.0	0.0
Communication	36.4	18.2	27.3	13.6	4.5

Evaluation of the Environmental Design course utilized relevant components of a community programs' student questionnaire, see Appendix E. Responses were analyzed along the following dimensions, see Figure 14;

a) series 1 - evaluation of objectives - questions 1 and

Table 21

Summary of Comments - Individual Career Portfolio

Response Categories	No.
Most Valuable Aspects	
- recognition of own skills, talents & knowledge	3
- workshops - self-enhancement	5
- communications	3
- legislative issues	2
- other	8
Least Valuable Aspect	
- all equally valuable	4
- legislative issues	4
- research component	4
- no comments	6
Value of Assignments	
- developed skill	2
- learning experience	4
- gave sense of accomplishment	2
- most useful	4
- did not help me a great deal	1
- vague wording, difficult to do	2
General Comments	
- very worthwhile	3
- stimulating	4
- supportive of individuals	3
- forever to complete - due to strike	3
- more in depth information needed	2

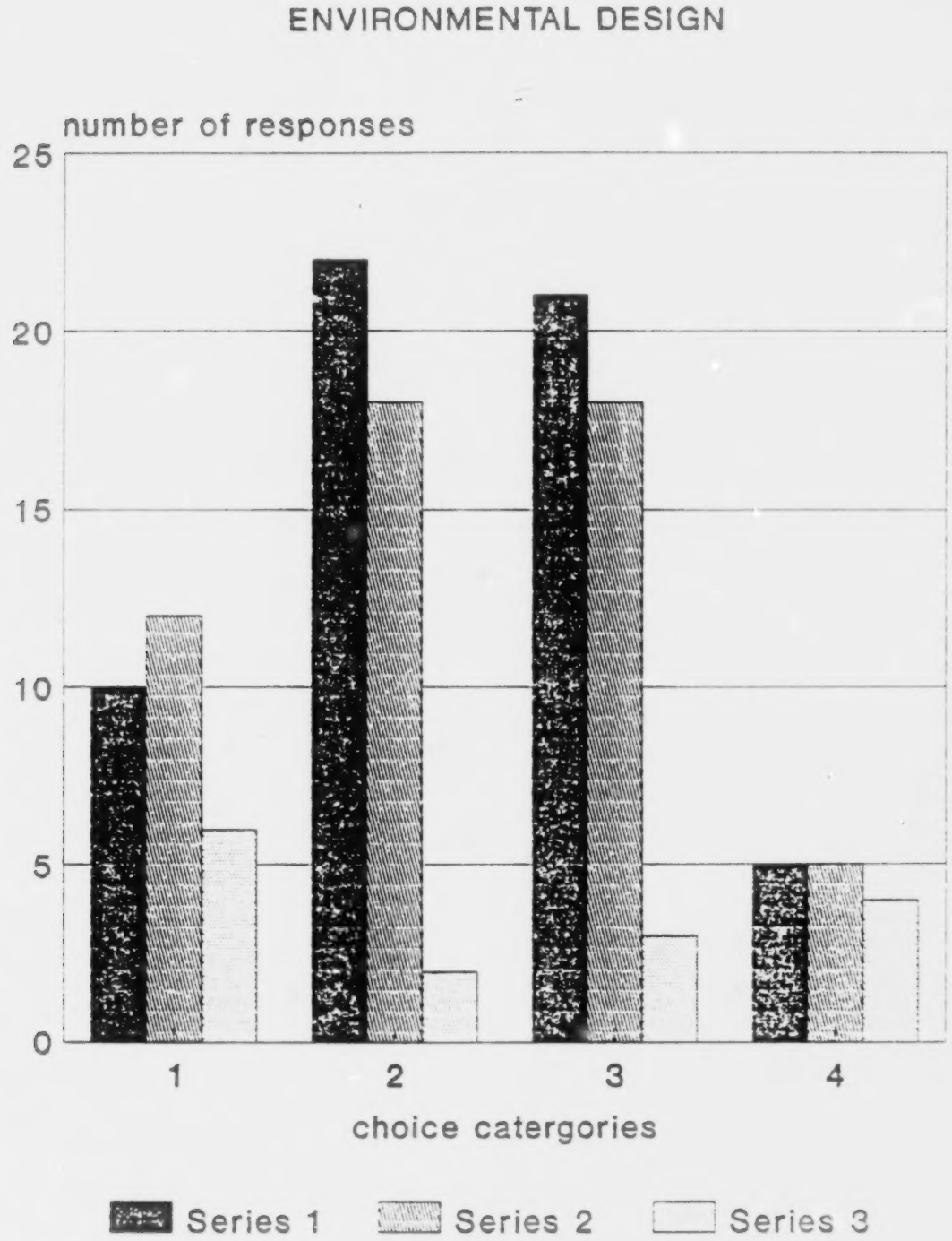
ENVIRONMENTAL DESIGN
number of responses
25
20
15
10
5
0
1
2
3
4
choice catergories
Series 1
Series 2
Series 3

Figure 14

10 of questionnaire.

b) series 2 - instructor's interactions - questions 2, 3, and of questionnaire 6.

c) series 3 - instructor's effectiveness - questions 4, 5, and 8 of questionnaire.

d) series 4 - overall effectiveness of course - question 9 of questionnaire.

Percentage scores were calculated as previously discussed, see Table 22.

Additionally, participants were asked to rate the all day workshop on Organizing Spaces For Learning Development on a scale of 1 (high) to 5 (low). 40% of the participants rated the workshop at a 1 and 2. 20% of the participants rated the workshop at a 3.

8. Evaluation of Providing Opportunities for More Diverse Involvement in the Community Consultant Certificate Program

More diverse involvement within the five workshops, Toward Self-Enhancement and Personal Growth, Improving Efficiency in Research Skills, Enhancing Communication Skills, Legislative Issues and Organizing Spaces for Learning Development was measured by the number of individuals who registered for these workshops that were not part of the participant group of the Community Resource Consultant Program, see Table 23.

Only two of the all day workshops involved the necessity of additional funding. Toward Self-Enhancement and Personal Growth required additional fund raising but Organizing Spaces For Learning Development did not.

Table 22

Percentage Calculation Per Dimension Measured - Environmental Design (Percentages were rounded off to one decimal point.)

Dimension Measured	Percentages Per Choice Category				
	1	2	3	4	5
objectives	35.7	42.9	21.4	0.0	0.0
teacher interactions	52.4	42.9	4.8	0.0	0.0
teacher effectiveness	50.0	42.9	7.1	0.0	0.0
overall effectiveness	35.7	35.7	28.5	0.0	0.0

Table 23

Summary of Attendance of Workshops

Workshop	Attendance
self-enhancement	12
research skills	3
communication skills	2
legislative issues	1
organizing spaces	25

Conclusions

Evaluation of Goals and Objectives

Evaluation of the goals and objectives was done in the following manner. Each goal had one or more objectives leading to the accomplishment of that goal. Goal statements will be followed by an evaluation of all the objectives leading to that goal.

In order to evaluate all evaluation forms used, traditional values were applied to the percent values as outlined in the chart below;

Range of Scores	Traditional Values
80% and over	high rate of success
50% to 79%	partial success
below 50%	failure to meet goals and objectives

Additionally, the following scale was applied for all different types of evaluation forms;

a) evaluation forms using choice category 1 as high and 5 as low - categories 1 and 2 were deemed to be at a successful level, whereas 4 and 5 indicated minimal impact.

b) evaluation forms using choice category 7 as high and 1 as low - categories 7, 6 and 5 were deemed to be at a successful level, whereas 1 and 2 indicated minimal impact.

1. Increase Awareness of Practitioners

a) Evaluation of Support Group Establishment

The establishment of the support group seemed to have had several positive results. Not only did all practitioners who had expressed an interest in a support group participate, but the group was increased by seven individuals. Analysis of the participants' responses to the evaluation of the course indicated additional positive results.

Participants' responses had been analyzed using the following dimensions: the overall evaluation of the course - Series 1, the perceived learning of the participants - Series 2, the level of teacher instruction - Series 3, the degree of participant interaction - Series 4, and appropriateness of the learning materials - Series 5, see Figure 8. The highest rate of responses was in choice category 1. Percentages ranged from 39.2 to 85.5%. The lowest rate of responses were in choice categories 4 and 5. Percentages ranged from 0.3 to 1.5%. When percentage scores were combined, see Appendix O, the range of scores lying within the acceptable range was 88.9 to 99.9%. It would appear that the establishment of the support group was successful, if only the participant responses to the choice categories were considered.

There were, however, a few less positive aspects. The scheduled meetings were once a month. This was to

give participants opportunities to think about issues that they might wish to deal with and also to give opportunities to try out new ideas and suggestions within their practicum locations. Very few individuals presented new ideas for the agenda previous to the deadline. Most ideas seemed to be brought up spontaneously at a class meeting. Participants indicated during class discussions, that they implemented many of the ideas and suggestions, but few could articulate how this implementation actually occurred or what the actual effect of the implementation was.

A few practitioners indicated that they felt the time between meetings was too long and it was difficult for them to remember the topics and discussions, see Table 11. Additionally, only two individuals felt that the course timing and length was appropriate. It would seem that a different time-frame and or format for support groups needs to be considered to achieve a more long-term effect.

This would seem to be confirmed by the participants' attendance rates over the eight month period. Initial attendance was high. However, there was a drop to as low as 62% in attendance after the Christmas break. Attendance fluctuated for the rest of the course.

b) Evaluation of Educators Involvement in a Conference

Overall the responses made by the participants of

the conference were very positive, see Figure 11. The dimensions analyzed were: the value of the conference as a whole - Series 1, the value of the informational content - Series 2, the value of the keynote address - Series 3, and the value of the workshops as a whole - Series 4.

Most of the scores of the responses given fell within the successful range, choice categories 7, 6 and 5, see Table 19. 80.8% to 96.9% of the responses fell within this range when the categories were combined, see Appendix O. With the exception of the workshops dimension, all other combined scores were below 7% and therefore considered insignificant.

19.1% of the participants' responses were in choice categories 4 to 1, with 12.5% of the responses in category 4. Since this response pattern is quite different for this dimension than for the other dimensions, closer analysis seemed warranted. Comments made on the workshops, see Table 17, are very positive. However, not all participants noted their comments in this section. A few comments were made in the section under the individual workshops. Any of the negative comments made seemed to indicate that more in depth information was needed.

An explanation for these negative comments made, might be attributed to the educational and experience level of the individual participants. Educational levels

ranged from individuals with early childhood diplomas to individuals with graduate degrees. Similarly, the work experiences of the participants ranged from individuals just starting their careers to individuals near retirement age. Given such a wide range of experience and education, it is not surprising to find a wider range of responses for this dimension.

Two major future changes were suggested, see Table 18: to increase the time for more individual networking and to pay closer attention to administrative details.

More time for networking and sharing would seem to be an appropriate suggestion. Individuals attend this conference from potentially twenty community colleges within Ontario. For many individuals this would appear to be the only time that such an opportunity existed, as many of them were located in geographically isolated areas.

The need to pay closer attention to administrative detail was well founded. It had been extremely difficult to coordinate efforts to plan and develop a conference when three different groups of individuals, in different geographical locations were involved. First, approval for the conference had to be obtained. Since this group meets only once a month it was relatively late in the year when the approval was given. Two different community colleges were involved in the planning and

coordination of the conference. This led to further time delays and in some cases to duplication or omissions of pertinent details. Additionally, the conference is traditionally held in a central, but relatively isolated location in Ontario. Since none of the planning teams resided anywhere near that location, it was difficult to plan and organize events. Therefore, the need to look more closely at administrative details of the conference seemed to be very pertinent.

In summary, it appears that the strategies used to increase the awareness of practitioners of the benefits to young children of developmentally appropriate practices within educational settings were successful. However, a major drawback of both strategies was that no follow up evaluations were implemented on the more long-term impact of these strategies.

2. Increase Awareness of the Early Childhood Education Community

a) Evaluation of Parent/Caregiver Workshop About the Value of Play

Responses to the choice categories, the method of presentation - Series 1, the value of the materials provided - Series 2, and the value of the overall experience - Series 3, and the general comments made by the participants were extremely positive. All responses were in the successful range, see Figure 12.

During the second half of the workshop, parents and caregivers brought their children to the workshop

session. This experience seemed to be valuable. Instead of trying to convince the adults within the group of the value of the individual activities set up, they were able to observe it directly. The children's ages ranged from infancy to four years. All children almost immediately started to use the materials. Siblings brought suitable toys to the infant. An active dialogue developed between adults and children, adults and adults, the workshop leader and children, and adults and the workshop leader. Many developmentally appropriate activities could thus be modelled directly and discussed.

b) Evaluation of Constructing Developmentally Appropriate Activities Workshop

Comments made by the participants about the workshop were extremely positive, see Table 20. All participants were actively involved. All participants completed a minimum of two activities.

During the workshop, there was ongoing dialogue between participants and the instructor. Many questions about more developmentally appropriate activities could be answered directly. Participants could be guided into making more appropriate choices for activities for young children.

Two additional workshops have been planned and arranged for the future by the participants involved in the last workshop. All previous participants have indicated a desire to participate.

In summary, the strategies used to increase the awareness of the benefits to young children of developmentally appropriate practices within the early childhood education community seem to have been highly successful. It appears that the parents and caregivers respond well to workshops that

i) model expected behaviours,

ii) encourage active participation,

iii) model appropriate materials,

iv) encourage input from the participants.

3. Increase Opportunities for more Developmentally Appropriate Training

Evaluation of the Application and Generalization of Academic Components in Pre-Service Program

All students, but one, who had completed a questionnaire, for all of the academic courses discussed previously, were in agreement with the type of teaching approach used, see Table 14.

All students seemed to have some understanding of the adult learner approach. Each student was able to articulate at least one aspect of that approach, see Table 14. A small percentage of students was able to articulate that this approach involved integration of knowledge and self-evaluation.

All student responses seemed to indicate that they found the hands-on experiences, using different materials and a variety of approaches, a positive experience.

Similarly, all responses showed that the approach used to evaluate the students was an appropriate one. Students commented that the evaluation exercises were useful in self-evaluation, a useful tool to enhance their learning, and a way to integrate existing knowledge.

Most students responded positively to the combination of the child development and observation and assessment course. Comments, see Table 15, seemed to indicate that students understood the rationale behind the combination.

Almost half of the students indicated that they did not like the team teaching approach, see Table 16. These students appeared to employ more concrete operational thinking in their responses to team teaching. Any differences in approaches or interaction were perceived by these students as a contradiction or a disagreement. These students clearly seemed to want one consistent approach. Any slight variation seemed to not only confuse them, but also cause resentment.

There was a high degree of consistency in the student responses to the two different questionnaires, see Table 14. In each case, students identified similar components. Variation in number of responses, particularly under the material and evaluation sections, reflected more a difference in the program content and the way it was taught, than a discrepancy in the results.

Analysis of the students' success on an observation

assignment, see Figure 10, was analyzed in the following way; number of subjective comments made - Series 1, completeness of the observations - Series 2, number of observations made -Series 3, type of interpretations - Series 4, and use of alternate tools - Series 5.

The following pattern emerged. Students who were encouraged to use a consistent approach with what they had been taught in the first semester, used more objective statements in their observation tools, more completely represented the different aspects of child development, had the minimum required number of observations necessary, made more appropriate interpretations, and used a format consistent with what they had been taught in first semester. Both the other approaches - a) the approach that encouraged students to use knowledge gained in first semester including alternative methods, and, b) the approach that encouraged the use of altogether different alternatives - showed higher rates of subjective comments made, evidenced fewer representations of different aspects of child development, lacked the required minimum number of observations, made inappropriate interpretations, and used alternative methods.

It seems evident, that in order for students to achieve minimum requirements, a consistent approach is needed. There seemed to be little difference in student

achievement using a totally alternative approach and an approach that retained some of the consistency but also encouraged alternatives. Both approaches seem equally disruptive to the students' progress.

In summary, it appears that the goal to increase opportunities for early childhood education students to participate in more developmentally appropriate training has been met. It would also appear that student progress is enhanced by greater consistency. Team teaching may well be perceived as a lack of consistency. In order to continue to teach as a team, much greater coordination and much greater team building with the students must be encouraged.

4. Increase Opportunities for In-Service Training Evaluation of Course to Set Up Developmentally Appropriate Environments

All responses made by the participants were extremely positive, see Figure 9. Dimensions measured were, total responses - Series 1, perceived learning - Series 2, teacher instruction - Series 3, student interactions - Series 4, and learning materials - Series 5. All responses were in choice categories 1 to 3. The percentage range of responses for the combined categories 1 and 2 was 94.5 to 100%, see Appendix O.

All general comments made indicated that this approach had been a very positive experience for all participants, see Table 13.

Attendance in the course was consistently high. Individuals participated actively in each of the planned components. Input given in the initial session was expanded upon and utilized in subsequent sessions.

In summary, it seems evident that the goal to increase opportunities for more developmentally appropriate in-service training at the community college has been met. In-service programs should succeed if they provide opportunities to participants to:

i) give input into the program content,

ii) become actively involved through a variety of experiences,

iii) be provided with modelling techniques of how young children should be taught, and

iv) discuss, problem solve and make decisions.

5. Opportunities for Additional Credit Programs

a) Evaluation of Offering First Two Courses of the Community Consultant Certificate Program

Participants' evaluation of the first course, the Individual Career Portfolio Course, was very positive, see Figure 13. The dimensions measured were, agreement with adult centered learning approach - Series 1, degree to which adult centered learning approach had been met - Series 2, timing of course components - Series 3, and the value of assignments - Series 4. All participants agreed that the type of learning approach used and the length and timing of the course and assignments were

appropriate. All but two individuals felt that the objectives for the adult learning approach had been met and that the assignments were both useful and helpful to them.

Although most comments were positive, see Table 21, a few comments indicated that more in-depth knowledge was needed in all workshop components. The diversity of the group, both in terms of education and experience might well be the explanation.

It is interesting to note that most of these concerns were expressed by individuals who were already working in this field and also had or were close to completing a degree. It is also interesting to note that despite the relatively high level of education and experience, no exemptions had been applied for by any of these students, although it had been stated both verbally and in writing that this was a possible approach. The assumption would be that these individuals felt forced to take the certificate program due to legislative pressures. Their thinking, in this instance, would seem to be at the concrete operational level. "I must take this program. This is the course content. Therefore, I have no choice but to do it."

The first workshop, Toward Self-Enhancement and Personal Growth, see Appendix D, was particularly important because it was intended to increase the participants' self-awareness and to stress the importance

of looking at individual strengths and weaknesses in the whole learning process. Students rated the value of the workshop as follows. 93.1% of the responses fell into choice categories one and two. The rest of the responses were in choice category 3.

The Communications and the Legislative Issues workshops both had to be re-scheduled due to the strike. Many of the components previously planned for had to be re-planned with new guest speakers and revised agendas.

The first of these two workshops was Enhancing Communication Skills. Student responses to the value of this workshop had 54.6% of the responses in choice categories 1 and 2. 27.3% of the responses were in choice category 3 and 18.1% were in choice categories 4 and 5. It seems that the timing of the course, the necessary revisions of workshop components, the long time between the last workshop and this workshop, and the diversity of the participant group might explain the somewhat lower response rates.

Student evaluation of the second course, the Environmental Design Course, see Figure 14, rated all dimensions of the course in choice categories 1 to 3. Dimensions measured were, evaluation of the objectives - Series 1, instructor's interactions - Series 2, instructor's effectiveness - Series 3, and overall effectiveness -Series 4. Instructor interactions and

effectiveness were rated the highest; 95.3% and 92.9% of the responses fell into these dimensions respectively.

Both the evaluation of the objectives and the general effectiveness of the course received 21.4% of the scores in choice category 3. One explanation might be that there was a relatively high fluctuation in attendance during the latter end of the course. Unfortunately this coincided with a requirement for a high rate of group participation. Individuals expressed concerns that they could not complete components because the absent individuals had those particular items. Again, this seemed to be another example of more concrete operational thought. "If what I need is not there, obviously I cannot proceed with the task."

Participants' responses to the value of the all day workshop, Organizing Spaces For Learning Development, had 80% of responses in choice categories 1 and 2 and the remaining responses in category 3.

In summary, it seems evident that the implementation of the first two courses of the Community Resource Consultant Certificate Program was successful. However, greater attention needs to be paid to the diverse learning styles of this particular group. It cannot be assumed that all individuals are necessarily functioning at a formal operational level of learning. Particular care must be given in the future to try to meet the needs of those participants.

8. Evaluation of Providing Opportunities for More Diverse Involvement in the Community Consultant Certificate Program

All workshops had been advertised in the initial college fall program advertisement. An additional flyer was sent to various agencies at the beginning of September. Since the workshop was held early in September and many educational services had been closed all summer, the timing was poor for more complete advertisement of this workshop. This might account for the lower number of participants.

The next three workshops, Research Skills, Communication Skills and Legislative Issues were not advertised again. The participant group for the Research Skills workshop was already at a maximum size to be handled effectively in one group. The re-scheduling of the other two workshops, due to the strike, made re-advertising impossible. Thus, only the individuals who had initially registered attended the workshops.

The last workshop, Organizing Spaces for Learning Development, was well attended. The guest speaker was a well known expert in the educational field. 80% of the participants were elementary school teachers and the rest were early childhood educators.

In order to insure more diverse participant involvement in the workshops, a more precisely planned advertising campaign is required. Additionally, the low

rates of pay of most early childhood educators in the area, eliminated many of these individuals as potential participants because the workshop fees were too high for them. Therefore, other sources of funding need to be found in the future.

In summary, the goal, to increase opportunities for further education leading to further credits at the community college has been at least partially met. The third year specialist program, The Community Resource Consultant Certificate Program, received approval from the Ministry of Universities and Colleges as a unique program in Ontario. The first two courses of this program have been successfully implemented. At least fifteen individuals have indicated that they wish to continue with the program in the future. Advertisement for a new intake group is in process.

More diversity has been offered in two ways. Most of the workshop leaders were not directly related to the education of young children. Thus, the participants received a broader perspective. There was educational and experiential diversity in the workshop participant groups. This needs to be encouraged and expanded.

In conclusion, the overall strategies used to increase the awareness of developmentally appropriate practices in the early childhood education community through pre-service and in-service training seem to have been successful.

Recommendations

The following recommendations are proposed:

1. The support group already established should be continued. In order to insure its continued success, the following changes should be implemented.
   a) Key individuals need to be identified who will coordinate and disseminate information to the members of the support group.
   b) A yearly agenda of topics, with input from the participants, should be set.
   c) The membership of the support group should be expanded to other early childhood educators.
   d) A greater diversity in membership should be encouraged. Parents, elementary school teachers and specialists in the field of early childhood education should be encouraged to participate.
2. Future conferences should be planned, coordinated and implemented by one community college. A schedule could be set up to rotate this responsibility among the twenty-two community colleges. Conferences could be held at the different community colleges. Thus a closer linkage could be set up within the community college system.
3. Creative activity and toy making workshops should continue to be provided.
4. Another grant application should be written to

receive more funding for materials and equipment to expand the existing toy making workshops.

5. New workshops should be offered that encourage both adult and child participation in workshops.
6. More time and effort should be spent to evaluate the learning sty'es of any intake group of adult students and that the program be adapted to their needs.
7. All pre-service and in-service programs should provide more developmentally appropriate programs for the adult students.
8. The pre-service program at the college should implement the following:
   a) combining the Child Development and Observation and Assessment Courses into one course, Child Development and Observation.
   b) continuing the new course, Child Development and Observation, over three semesters.
   c) integrating all other courses into components that are interrelated.
   d) assessing individual curriculum content to identify a continuum over four semesters that has a sequence of simplest to most difficult.
   e) assuring that all components taught are consistent in expectations and practicum implementation.
   f) encouraging more team building within the

program.

9. In-service programs should continue to be provided by the college. These programs should stress participant input, active involvement of the participants, a variety of approaches, and should be approximately six weeks in length.
10. Future components of the Community Consultant Certificate Program should continue to use the adult learner approach and should continue to expand the diversity of the participant group.
11. Other key individuals should be identified to continue to develop and implement the components that have already been established.
12. A long term evaluation of all components should be established.

Dissemination

It is an accepted fact that quality programs for young children must include a number of critical components as summarized by NAEYC in Young Children (1984, p. 20).

They learn when they

- explore and play
- involve their senses
- manipulate real object
- work together with adults and children
- make meaningful plans and decisions

- see the result of their actions
- build upon what they already know

Children learn best when they deal with the real world - people, natural materials, problems to solve, their own creations.

What has not often been recognized is that adults also have similar needs. Adults also learn best when there are opportunities to:

- explore materials, the written word, films and videos, and ideas.
- involve all their senses.
- manipulate those objects that they expect the children in their care to use.
- work together with other adults, other professionals, peers, and children.
- are allowed to plan and make decisions about the content and evaluation of their program of study.
- build upon the background experiences and knowledge of each individual.

Students who enter the field of teacher training, especially must be taught in a more developmentally appropriate manner. If the teacher training centre cannot model the appropriate behaviours as described above, how can the graduate be expected to utilize developmentally appropriate strategies with the young children that they teach?

Additionally, there is a growing body of research to indicate that entry-level students may not have reached the stage of formal operational thinking or if they have, that the formal operational stage may be broken down into another series of stages (Crowther, 1988; Glickman, 1985; Havighurst, 1980; Whitherell and Erickson, 1978). If these students continue to be taught in the traditional, structured ways, it is to be expected that the graduates will continue to teach the children in traditional, structured ways.

It is equally important to apply these principles to in-service programs. It is ludicrous to assume that the beginning teacher and the experienced teacher are at equal levels of teaching ability. It is equally ludicrous to assume that teachers with equal years of experience will be at equal levels of teaching ability. As long as the educational system works on the assumption that all teachers are equal (Glickman 1985), in-service programs will reflect that attitude. Most in-service programs assume that all individuals need the same information, the same presentation, and demand that all of their teachers participate in the same workshops.

In-service programs need to be extremely sensitive to the adult learning needs as outlined previously. Teacher developmental levels and training needs must be taken into account (Katz, 1972). If these requirements are recognized, in-service training could be a very

effective vehicle to promote individual teacher growth.

In order to provide effective in-service programs to educators, it is crucial to provide in-service programs to faculties of education, administrators and supervisory personnel. These individuals must be made to realize the critical importance of teaching adults in more developmentally appropriate ways. They must realize that all individuals continue to grow and expand their knowledge in different ways over a life-time. Lastly, there must be the commitment to offer more effective in-service programs.

In summary, teacher training programs - whether they be pre-service or in-service programs - must consider adult developmental levels, adult learning needs, and adult learning characteristics. Similarly, faculties of education, supervisory personnel, and administrators must also be involved in continuous in-service programs in order to continue to motivate, and expand the knowledge of their teachers.

In conclusion, adults and children have similar learning characteristics. Each has the right to learn in more appropriate ways. Rogers (1983 p. 307) sums up this philosophy in the following statement:

> We have shown that very diverse individuals, working at various educational levels, with different intellectual interests, can bring into being a

learning environment in which there is responsible freedom. These facilitators of learning create a human climate in which, being themselves real persons, they also respect the personhood of the student. In this climate there is understanding, caring and stimulation. And we have seer students respond with an avid interest in learning, with a growing confidence in self, with independence, with creative energy.

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APPENDIX A

CHILD-DIRECTED RATING SCALE

The first section of the rating scale is a questionnaire.

The purpose of this questionnaire is as follows;

1. Each practitioner will be involved in thinking about and problem solving pertinent aspects about child-directed activities.

2. Practitioners will validate results by comparing their results to those of others within their practicum location or within a similar practicum situation.

3. Practitioners will discuss results in groups, to make sure, that all members of their group are in agreement over all points.

4. Through discussion, it is hoped that practitioners will realize that a scale utilizing simple yes/no responses is not suitable for measuring the amount of child-directed activity a program may have. Too many disagreements will occur.

5. The questionnaire is to serve as a validation for inter-rater reliability, before individuals utilize the rating scale itself.

QUESTIONNAIRE

1. Is the room arranged in interest centers?

   Yes..... No.....

2. Are these interest centers available for children's use - During scheduled times only.....
   - For most of the school day.....
   - For the entire school day.....

	Y/N
3. Are children allowed to make choices about -	
Centers they wish to use	.....
How to use the materials in each center	.....
How they will use the equipment	.....
Participation in group activities	.....
Initiation of new activities	.....
Who they will interact with	.....
How they will complete their task	.....
If task are to be completed	.....
4. In any group activities are children given opportunities to	
Plan the activity	.....
Make choices about the activity	.....
Make choices about the length of time they will participate	.....
5. Are materials/equipment provided to	
Encourage a wide variety of uses	.....
Be accessible to all children	.....
Encourage decision-making	.....
Encourage problem solving	.....
Encourage individual or small group participation	.....
6. Are children encouraged to	
Initiate activities	.....
Talk about their experiences to - peers	.....
- adults	.....
7. Are structured group times provided to encourage children to	
Listen to the adult present a topic	.....
Follow specific directions	.....
Sit in a specified manner	.....
Participate for a predetermined length	.....
Answer questions posed by the adult	.....
Participate according to instructions given	.....
Give opportunity for adults and children to share their ideas and thoughts	.....

INSTRUCTIONS for Child-Directed Rating Scale

There are six categories presented; gross motor activities, group activities, time tables, center activities, adult interactions and interactions with parents.

Categories are broken down into two main areas; structured and unstructured activities. Structured activities include time tables, gross motor and group activities.

Unstructured activities include center activities, adult interactions and interactions with parents.

For each of the categories, the participant is to choose the appropriate rating, from a scale of one to five. All aspects of the category must be present to be able to mark that category. Even if only one aspect is not present, the previous category must be circled.

Categories for GROUP ACTIVITY and CENTER ACTIVITY may be utilized separately for each identified activity in the classroom. Activity may be identified at the top of those pages.

Lastly, a graph may be filled in to more easily identify the level of child-directed activities reached within that setting.

STRUCTURED ACTIVITIES

GROSS MOTOR

1.
Group of children participate by following adult's directions. Space and equipment are limited. Participation is uniform. Time and schedule are predetermined.

2.
Group of children participate in a set pattern according to adult's directions. Space and equipment are set up to allow some individuals to participate while others wait their turn. Time and schedule are predetermined.

3.
Space and equipment are set up to allow children to make some choices. Arrangement and amount of equipment requires turn-taking. Choices are limited by adult's directions. Time and schedule are predetermined.

4.
Space and equipment are set up to allow children to make choices. Minimal waiting for a turn is required. Adult offers guidance and encouragement. Length of time is flexible. Activity is scheduled on a regular basis.

5.
Space and equipment are set up so that individual participation can occur at any time during child's day. Choices are available. Adults offer guidance and encouragement.

GROUP ACTIVITY Type of activity.....

1.
Group of children are required to sit in a specified way, on a particular spot. Required activity includes listening to the adult, answering questions when asked and responding physically when directed. Length of group activity is predetermined.

2.
Group of children are required to sit in a specified way, on a particular spot. Required activity includes listening to the adult, answering questions when asked and responding physically when required. Activities are planned to have a balance between physical and static activities. Length of group activity is predetermined.

3.
Group of children are free to sit as they wish. Participation between adult and children is shared. There is a balance between listening and responding activities. Some child initiated responses are encouraged. A limited number of materials are available for children to use. Children wait for their turn. Length of group activity is predetermined.

4.
Group of children are free to sit as they wish. Spontaneous responses are encouraged. Materials are available to whole group and used as directed by adult. Length of activity is determined by the interest and attention span of individuals in the group.

5.
Group of children choose to participate in activity. A variety of materials are presented to allow children maximum opportunities to manipulate and experiment. Spontaneous discussion is encouraged. Children make individual choices on how long they wish to participate.

TIME TABLE

1.
All activities are precisely time-tabled. All routines are scheduled events. Time of all activities is predetermined and followed.

2.
All activities are precisely time-tabled. All routines are scheduled events. Time of all activities is predetermined and followed. Special events are planned occasionally. Schedules and times during special events become more flexible and depend on the nature of the activity.

3.
All activities are precisely time-tabled. Routines are more flexible and occur only when needed. Special events are more often scheduled. Timing and scheduling becomes more flexible and depends on the nature of the activity and the interest of the children.

4.
A general time table is available. Activities are scheduled within broad general time frames. Routines are not scheduled. Weekly events are identified. Children's attention span and interest levels determine length of all activities. Special activities are both planned and spontaneous.

5.
Time table identifies only weekly scheduled events such as scheduled visits to the library or gym. General activities are listed without specific time frames. All routines and activities are flexible and depend totally on children's interest levels and attention spans. Special activities are planned and spontaneous and depend on observed interest of the children.

UNSTRUCTURED ACTIVITIES

CENTER ACTIVITIES Type of center.....

1.
Center contains a variety of activities and materials that teach, reinforce or enrich a skill or concept. Adult supervision is required. Children are required to participate for a specified time. Activity is to be completed.

2.
Center contains a variety of activities and materials that teach reinforce or enrich a skill or concept. Adult supervision is required. Individual children are encouraged to participate but may choose not to. Time is predetermined. Activity is to be completed.

3.
Center contains a variety of activities and materials that teach, reinforce or enrich a skill or concept. Materials are chosen in such a way that a minimum of adult supervision is needed. Children are encouraged to participate but may choose not to. Time spent is flexible and depends on interest levels and attention for span. Child is encouraged to complete the activity.

4.
Center contains a large variety of activities and materials that teach, reinforce or enrich a skill or concept. Materials are developmentally appropriate, can be used for a variety of purposes and require very little adult direction. Children are free to chose to participate and for how long. Completion of the activity is encouraged.

5.
Center contains a variety of activities and materials that teach, reinforce or enrich a skill or concept. Materials are developmentally appropriate, multi-purpose and self-exploratory. A variety of materials are presented for different age and interest levels of the children. Materials are changed regularly. Adult provide guidance as needed or requested. Children are free to participate. No restrictions are placed on time or completion.

ADULT INTERACTIONS

1.
Adults direct activities of children. Assistance is given totally, ie. hand-over-hand assistance, dressing child totally.

2.
Adults direct activities of children. Assistance is provided as needed. Some encouragement is given to children to try by themselves first.

3.
Adults direct activities of the children. Children are encouraged to try to develop more independence to try activities by themselves.

4.
Adults encourage children to initiate activities. Emphasis is placed on developing independence and problem solving skills. Adult roles are to guide and encourage children to participate in activities of their choice.

5.
Emphasis is on the adult as the facilitator. Adults observe children to know when it is appropriate to interact and when it is not. Children are encouraged to make decisions, solve problems, and actively explore their environments.

INTERACTIONS WITH PARENTS

1.
Parents are encouraged to interact with staff at arrival and dismissal arrival times. Regularly scheduled interviews are one or two times a year. Participation is encouraged during scheduled special activities. Information is shared by at least one progress report.

2.
Parents are encouraged to interact with staff at a set time during arrival and dismissal times. Parents are encouraged to attend regularly scheduled interviews each term. Participation is encouraged for special events. Parents receive at least two progress reports and information is shared on a parent bulletin board.

3.
Time is set aside for staff to interact with parents during arrival and dismissal times. Periodic newsletters are sent home. Parents receive at least two progress reports a year, which are followed up by an interview. Parent bulletin boards are set up to share information with parents. Parents are encouraged to volunteer for special events.

4.
Parents are encouraged to interact with staff at times convenient to both. Information sharing includes informal discussions, interviews, periodic newsletters, term progress reports and children's creative displays. Parents are invited to volunteer for a variety of scheduled events.

5.
Parent input and help within the program is encouraged by the staff. Parents are encouraged to participate as much as possible during their child's day, during program planning sessions and in making suggestions for improvements. Parents become working partners within their child's school experience. Reporting on progress is both informally and formally done on a regular basis.

NAME

EVALUATOR

DATE(S)

CIRCLE THE SCORE FOR EACH AREA

GROSS MOTOR	1	2	3	4	5
GROUP _____	1	2	3	4	5
GROUP _____	1	2	3	4	5
GROUP _____	1	2	3	4	5
GROUP _____	1	2	3	4	5
TIMETABLE	1	2	3	4	5
CENTER _____	1	2	3	4	5
CENTER _____	1	2	3	4	5
CENTER _____	1	2	3	4	5
CENTER _____	1	2	3	4	5
CENTER _____	1	2	3	4	5
ADULT INTERACTION	1	2	3	4	5
INTERACTION WITH PARENTS	1	2	3	4	5

QUESTIONNAIRE TO TEACHERS

INSTRUCTIONS

Please read the questionnaire.

For each point, indicate where you think you stand on that particular issue, by circling the appropriate number.

Each point is identified on a scale of one to five. Points one and five have been defined. Points two, three and four represent ranges between the two extremes.

THANK YOU FOR TAKING THE TIME TO COMPLETE THIS QUESTIONNAIRE.

A) Curriculum model is mandated and is followed step by step.

Curriculum model is flexible. It gives general developmental guidelines. Program is adapted to meet the strengths/needs and interests of individuals.

1.....2..3..4.....5

B) A set curriculum and or basal series is used to plan and implement the reading/phonics program.

Primary curriculum considerations are strengths/needs and interests of the students in the planning and implementation of the reading/phonics program.

1.....2..3..4.....5

C) Planning time is used to prepare and correct worksheets and other seatwork.

Planning time is used to prepare class environment and other activities for active involvement.

1.....2..3..4.....5

D) Curriculum and instruction in the classroom are dictated by the teacher's manual.

Curriculum and instruction in the classroom are designed to fit both the students' class personality and individual personality.

1.....2..3..4.....5

E) Seating arrangement is specified and static.

Seating arrangement is flexible and changes to accommodate curriculum implementation.

1.....2..3..4.....5

F) Time is devoted to structured activities. — Time is devoted to unstructured activities.

1.....2..3..4.....5

G) Time table specifies precise guidelines that indicate the activities that children engage in during the day. — Time table indicates block times. Time table is flexible and may change to accommodate the strengths/needs and interests of both individuals and groups of children.

1.....2..3..4.....5

H) Children listen to instructions. Children respond to teacher's questions by raising hands and answering questions either in writing or verbally. — Children interact verbally with peers and teacher freely. Teacher is a facilitator to guide discussions.

1.....2..3..4.....5

I) Children's knowledge is assessed by regularly scheduled tests. — Children's knowledge is assessed by a variety of testing methods including daily work, observations and informal testing. All aspects of the child's performance is considered.

1.....2..3..4.....5

J) Evaluation is primarily for ranking purposes. — Evaluation is primarily for monitoring purposes.

1.....2..3..4.....5

K) Content mastery is a primary consideration in the evaluation of students. — Process mastery is a primary consideration in the evaluation of students.

1.....2..3..4.....5

L) Children demonstrate knowledge of basic skills primarily by performance on objective measures i.e. worksheets, workbooks. — Children demonstrate knowledge of basic skills primarily by participating in such as activities as music, art and drama.

1.....2..3..4.....5

M) Students are responsible for completion of work missed. — Students are assisted, as needed, with work missed.

1.....2..3..4.....5

N) Students work independently. Each student is responsible for own learning. — Students work together help one another.

1.....2..3..4.....5

O) Emphasis is placed on completing tasks independently. — Emphasis is placed on task completion of child's choice.

1.....2..3..4.....5

P) A developmental approach is appropriate only through kindergarten. — A developmental approach is important throughout school.

1.....2..3..4.....5

Q) I prefer to teach a set curriculum. — I prefer to develop my own curriculum.

1.....2..3..4.....5

R) A kindergarten program should be delayed if a child performs minimally on readiness screening. — A kindergarten program should accommodate children of various degrees of readiness.

1.....2..3..4.....5

S) Teachers do not have time for individual attention to students. — Teachers attach priority to individual attention.

1.....2..3..4.....5

T) Children's written expression is required to meet grade level expectations. — Children's written expression is based on language skills.

1.....2..3..4.....5

U) Exceptional students should be able to "keep up" with my class. — Exceptional students fit into the spectrum of my classroom.

1.....2..3..4.....5

APPENDIX C

SCHOOL OF CONTINUING EDUCATION

Community Resource Consultant Certificate Program

Study Field 102

Course #	Course Name	Credits	Prerequisites
001P	Individual Career Portfolio	3	none
002P	Environmental Design	3	001P
003P	Field Practicum I	7	002P
004P	Observation and Assessment	3	001P
005P	Exceptionalities and Early Identification	3	004P
006P	IEP/IPP & Interviewing & Assessment	3	004P, 005P
007P	Field Practicum II	7	004P, 005P 006P
008P	Program Design - Curriculum Strategies	3	001P
009P	Seminar Course	3	all academic components
010P	Field Practicum III	7	all academic practicum

Note: Course hours will be flexible and may be given in a different time frame than specified ie all day weekend workshops, telephone conferences.

Completion and certificate standing of the Community Resource Consultant Program is dependent upon pre-requisite standing ie other post secondary diploma, university, or equivalent as established in Individual Portfolio Course.

All individual course hours are a total of 45 hours. All individual practica are a total of 105 hours.

DEVELOPMENT OF THE COMMUNITY RESOURCE CERTIFICATE PROGRAM

The initial development of the community resource certificate program was based on a needs survey sent to the community at large, and on discussions with the members of the Resource Program ad hoc Committee.

At this point, a program committee was established with representation from the developmental service department, the early childhood education department and the social service department. This committee conceptualized a resource program with an adult centered learning approach with a broad base of training needs. Input and approval was sought from the various advisory committees representing the three departments at Loyalist College.

The present proposal for a resource program, retains the aspects as initially conceptualized, in the style of delivery, content of individual courses and the possibilities of a broader training base. It also retains the original title of Community Resource Consultant Certificate Program, following a strong recommendation from the Boards of Education to avoid confusion between potential graduates of this or a similar program and resource teachers already employed by the boards. Changing resource model concepts in the future also are better met through a broader title.

Further changes were made to ensure that the guidelines and recommendations of the Day Nurseries Act, 1980, and specifications of special education within elementary schools were met.

Additional changes were made, through the input obtained from a) program committees of local school boards
b) director of Ontario ECE Resource Teachers
c) program advisor for the Ministry of Community and Social Services
f) local resource teachers
g) ECE advisory committee
h) ECE faculty

It is evident from the recent survey, Feb.-March, 1989, that the proposed program is still very much needed within this area. It is also interesting to note, that course content as proposed within the program, closely follows the needs expressed by the practitioners.

APPENDIX D

INDIVIDUAL PORTFOLIO COURSE AND ENVIRONMENTAL DESIGN COURSE

INDIVIDUAL CAREER PORTFOLIO

OPENING SESSION

Objectives:

1. Participants will receive information about and discuss the following;

   a) community resource consultant program
   b) expectations of individual career portfolio
   c) adult centered learning
   d) workshop format

2. Participants will discuss the following;

   a) time-lines and portfolio development
   b) individual consultation time
   c) future class times

3. Discussion of assignments and grading system. A minimum of a 70% is required to obtain a passing grade.

Evaluation: Completed Individual Career Portfolio - 50%
One Page Summary of Career Portfolio - 25%
Oral Presentation - 25%

NOTE: STUDENTS ARE ACTIVE PARTNERS IN THE EVALUATION PROCESS.

WORKSHOP I: TOWARD SELF ENHANCEMENT AND PERSONAL GROWTH

Objectives:

1. Participants will develop personal strength/needs lists.

2. Participants will reflect back on personal experiences and list those that are relevant to the current field of study.

3. Participants will clarify their expectations of personal growth necessary within the community resource consultant certificate program. These should be listed under the specific course headings. These expectations should relate directly to career choices made.

4. Participants will list/describe those past experiences that indicate expertise in the total program content.

5. Participants will develop a personal philosophy statement. Philosophy statement should encompass personal goals and objectives and also relate to each individual's philosophy of interaction with other individuals (both children and adults).

6. Participants will list some possible choices for future research. Choices might reflect particular strengths, a particular content area to be studied in greater detail, or particular needs. Individuals may wish to gain greater insights into particular content areas or interests, or may wish to pursue a new content area altogether.

ASSIGNMENTS

1. Personal S/N List

Individuals should take a critical look at themselves to try to identify personal s/n. It is advisable to look at oneself more globally. Avoid nit-picking. Several formats are possible. (lists, short paragraphs, comparative listings, utilizing a third category ie. neither s/n, short point format, sentence style) Any format is acceptable as long as the following points are considered: clarity
brevity
realism

2. List of personal experiences relevant to total program content should be given under following headings:
   - Environmental Design
   - Practica Experience
   - Observation and Assessment Techniques
   - IEP/IPP Development
   - Curriculum Planning/Program Design
   - Exceptional Learners
   - Research

3. Participants should clearly indicate what further knowledge/expertise is expected in each of above listed areas.

4. Participants will develop a personal philosophy statement. The following areas should be considered:
   a) personal goals/objective which will allow enhancement of self.
   b) goals/objectives relating to interacting with adults (parents of children, colleagues and other adults) and with the children.
   c) goals/objectives about program set up and maintenance
   d) goals/objective about curriculum design.

5. A brief list should be included about possible areas of interest for future in-depth research. A brief discussion should be included to indicate why these choices were made.

WORKSHOP II: IMPROVING EFFICIENCY IN RESEARCH SKILLS

Objectives:

1. Participants will gain experience using a variety of retrieval systems.

2. Participants will define the following terms:
   - microfiche
   - microfilm
   - on-line data base
   - CD-ROM
   - disk
   - abstracts
   - indexes
   - ERIC
   - Readers' Guide
   - DIALOG
   - cross-reference

3. Participants will conduct a search of the literature in an area of personal choice using a variety of research techniques. Topic of search of the literature should be discussed with and approved by lecturer prior to workshop night and should relate to possible research topic as described in course outline.

ASSIGNMENTS

1. Terms listed in objective two should be defined clearly with at least one appropriate example.

2. A reference list should be submitted.

3. A brief explanation should be given of which techniques were used to find the references and why these particular references were chosen.

WORKSHOP III: ENHANCING COMMUNICATION SKILLS

This workshop will be broken down into three major topics - ENHANCING PRESENTATIONS USING AUDIO VISUAL EQUIPMENT
- EFFECTIVE WRITTEN COMMUNICATION
- EFFECTIVE VERBAL COMMUNICATION

Objectives: - Enhancing Presentations

1. Participants will gain hands on experiences in utilizing audio visual materials/equipment to enhance their presentations.
   - Effective Written Communication

2. Participants will gain skills and practice with the following;
   - effective report writing
   - effective newsletters
   - resume writing
   - writing research papers

   - Effective Verbal Communication

3. Participants will gain skills and practice to enhance the following skills;
   - interpersonal communication
   - active listening
   - conducting effective meetings
   - reporting information
   - advocacy

ASSIGNMENTS

1. Participants will list, describe the use of, and indicate the value of audio visual materials and equipment discussed in the workshop.

2. Participants will develop and submit the following;
   a) revised resume
   b) one example of a report to share with parents/clients pertinent to subject's workplace
   c) starting of a collection of different possible reports along with a short critique of each report (minimum of 3)
   d) one example of a newsletter that the practitioner might use within workplace
   e) starting of a collection of different possible newsletters along with a short critique of each (minimum of 3)

WORKSHOP IV: LEGISLATIVE ISSUES: HOW THESE AFFECT OUR WORKING ENVIRONMENT

Representation from the following Ministries:

community and social services
universities and colleges
board of education
culture and communication
environment
tourism and recreation
local government
provincial government
appropriate organization representation as needed

Objectives:

1. Participants will prepare pertinent questions of interest/concern, prior to panel discussion.

2. Participants will present a summary of key points made by different participants.

3. Participants will engage in discussion, following presentation.

ASSIGNMENTS

1. Presentation of list of individual questions and answers.

2. Summary of key points made which affect individual's workplace specifically and why.

FINAL SESSION - DEC. 18 (7-10 PM)

Objectives:

1. Participants will present a brief summary, both written and verbal, of their portfolio. Summary should be between 5-10 minutes.

2. Participants will break into discussion groups to consider the following;
   a) developing future linkages/support groups.
   b) sharing/developing research partners.

3. Participants will discuss future directions within the resource consultant program.

4. Participants will evaluate the experience of developing the Individual Career Portfolio.

NOTE: PARTICIPANTS SHOULD SUBMIT SUMMARY OF THEIR PRESENTATIONS ONE WEEK PRIOR TO CLASS SO THAT COPIES CAN BE MADE FOR CLASS MEMBERS.

COURSE TITLE : Environmental Design

COURSE GOALS: 1. Participants will develop skills in developing and evaluating suitable arrangements of space and equipment for a variety of purposes.
2. Participants will develop skill in adapting, developing and evaluating suitable arrangements of space for exceptional individuals.

COURSE OBJECTIVES:

1. Participants will develop analyze and discuss the principles involved in setting up a variety of different environments.

   Components: - purposes of environmental space
   - guidelines for organization of physical space
   - guidelines for setting up of equipment/materials within a physical space
   - provisions for options
   - design principles/criteria

   Activities: - workshop with guest speaker - all day Saturday - Feb. 10
   - evening visitations of four different environments to define and compare a variety of different physical settings
   - development of a variety of floor plans

2. Participants will visit a variety of settings to analyze the purpose of that setting and discuss the principles and criteria used in the setting up of that space.

   Components. - application of principles and criteria discussed in workshop to real settings
   - development of skill of analysis of the recognition of the impact design of space has on behaviour

   Activities: - visitation of program sites by total group
   - visitation of two program sites of choice, arranged by individual participants
   - development of floor plans and analysis of those floor plans.

3. Participants will discuss issues concerning legislation as it pertains to the setting up and maintaining of a variety of environments.

Components:
- concepts of integration/normalization
- play versus therapy
- barriers to integration
- State-Of-The-Art in Ontario
- policy statements

Activities:
- discussion of policy within immediate area
- film/slide shows of different concepts
- development of a list of criteria necessary to apply concepts discussed, to individual practitioners' locations

4. Participants will discuss and develop a resource list of developmentally appropriate materials and equipment for exceptional individuals. Participants will be presented with up-to-date information about the availability of a variety of resources for exceptional individuals.

Components:
- the need for developmentally appropriate materials/equipment for all learners
- critical analysis of materials/equipment to evaluate both cost and educational values
- enhanced awareness of community resources

Activities:
- display to gain hands-on experiences with equipment/
- workshop with guest speaker to discuss the availability of a variety of resources/materials

5. Participants will analyze an existing floor plan and will tour existing facilities to determine how the physical space may be adapted and changed to accommodate a variety of learning needs.

Components:
- designing the floor plans of existing space both indoor and outdoor space
- adaptations necessary to the physical space (indoor and outdoor) to meet a variety of learning needs of individuals
- equipment/materials lists for both indoor and outdoor spaces

Activities:
- analysis of existing floor plans
- visitation of actual site
- small discussion groups to identify scope and range of adaptations/equipment/

materials necessary
- individual assignments of design of one aspect of the physical space

6. Participants will discuss and utilize a variety of environmental assessment tools of the physical environment.

Components:
- gaining critical skill in the utilization environmental assessment tools
- adaptations necessary to existing tools

Activities:
- gaining familiarity with a variety of tools available
- hands-on activities to practice using the tools in real settings
- guest lecturer to discuss environmental rating tool

ASSIGNMENTS: 1. Participants will draw two different floor plans (must be done to approximate scale). All materials and equipment must be clearly identified. Participants will compare and contrast these two floor plans under the following headings: purpose of the physical space, organization of materials/equipment in that space, specific strengths/weaknesses of each design, and recommendations for changes for each floor plan.

2. Participants will start to develop a resource handbook that clearly identifies what materials and equipment are available. Items listed should include the purpose of the item, approximate cost, availability and source.

3. Participants will develop revise one of the existing spaces within the floor plan that has been received to meet the learning needs of a variety of possible individuals. Choices for the area to work on, are outdoor space, preschool playroom, toddler playroom, infant facilities, reception/washroom facilities and other. Participants will complete this task in a small group.

EVALUATION: Evaluation is a based on satisfactory or unsatisfactory completion of assignments. All assignments may be resubmitted a total of three times to reach a satisfactory level.

IN-SERVICE COURSE EVALUATIONS

Course Evaluation - Support Strategies/Developmentally Appropriate Environments

1.	Was this course worthwhile terms of obtaining general knowledge about this subject?	Very worthwhile 1	2	3	4	Not at all worthwhile 5
2.	Did you develop the ability to apply principles in new situations?	Yes, significantly 1	2	3	4	No, not much 5
3.	This course gave me the opportunity to develop some original ideas.	To a great extent 1	2	3	4	Not at all 5
4.	I looked forward to attending class.	Almost always 1	2	3	4	Almost never 5
5.	The instructor seemed well prepared for classes.	Strongly agree 1	2	3	4	Strongly disagree 5
6.	The instructor was a creative teacher.	Strongly agree 1	2	3	4	Strongly disagree 5
7.	Did the instructor make good use of illustrations and examples.	Yes, very often 1	2	3	4	No, seldom 5
11.	The instructor encouraged fruitful and relevant discussion.	Almost always 1	2	3	4	Almost never 5
12.	The instructor attempted to involve all students in classroom activities.	Strongly agree 1	2	3	4	Strongly disagree 5
13.	Students volunteered knowledge, opinions, or personal experiences.	Almost always 1	2	3	4	Almost never 5
14.	I like student-centered classes with lots of discussion.	Strongly agree 1	2	3	4	Strongly disagree 5
15.	How would you rate instructional materials?	Excellent 1	2	3	4	Poor 5
16.	Were readings well selected?	Yes, all very good 1	2	3	4	No, all very poor 5

Comments:

Would you be interested in participating in other courses in this area in the future?
a) If so, list some topic areas that you would be particularly interested in.

b) How often/how long should subsequent courses be scheduled for?

Evaluation of Portfolio Course

THE ADULT LEARNER

"The adult's mental learning state is not a blank chalkboard on which the teacher can write as he/she wishes. Neither is the adult learner's head an empty pail to be filled with the teacher's knowledge and ideas. The adult learner's chalkboard already has many messages on it, and his mental pail is already almost full. The teacher's job is not to fill a **tabula rosa**, but to help the particular participants to organize their own thoughts and skills." Draves (1984, p. 7)

I have tried to create such an atmosphere within the first course and have tried to set the stage for successful learning throughout the program.

Please respond to the following questions.

1. Do you agree with this particular approach to learning?

2. Has this approach to adult learning been successfully met within this course? Please explain your answer.

3. Which components did you find the most helpful and why?

4. Which components did you find the least helpful and why?

5. Where the time lines for both classes and assignments suitable? Please explain both.

6. Where the assignments useful to you? Explain your comments.

7. Comments:

Evaluation of Environmental Design Course

1. In your opinion are the course objectives as discussed at the beginning of the course met?

   1 2 3 4 5

2. How do you rate the instructor's use of class time?

   1 2 3 4 5

3. How do you rate the instructor's availability to assist student?

   1 2 3 4 5

4. Please rate how the instructor prepares you for the next class?

   1 2 3 4 5

5. Rate the use of learning aids by the teacher?

   1 2 3 4 5

6. How do you feel the instructor deals with students' questions?

   1 2 3 4 5

7. Please rate the instructor's overall effectiveness.

   1 2 3 4 5

8. How do you feel about the organization of the course content?

   1 2 3 4 5

9. Is the course satisfying the objectives which you had when you registered?

   1 2 3 4 5

PRE-SERVICE COURSE EVALUATIONS

Evaluation 1

THE ADULT LEARNER

"The adult's mental learning state is not a blank chalkboard on which the teacher can write as he/she wishes. Neither is the adult learner's head an empty pail to be filled with the teacher's knowledge and ideas. The adult learner's chalkboard already has many messages on it, and his mental pail is already almost full. The teacher's job is not to fill a **tabula rosa**, but to help the particular participants to organize their own thoughts and skills." Draves (1984, p. 7)

I have tried to create such an atmosphere within the Observation and Assessment Course and the Child Development Course.

Please respond to the following questions.

1. Do you agree with this particular approach to learning?

2. Has this approach to adult learning been successfully met within this course. Please explain your answer.

3. Did you feel that the combination of the child development course and the observation and assessment course helped you gain better knowledge about the young child?

4. Were the instructional materials well selected?

5. Where the assignments/tests useful to you? Explain your comments.

6. What changes would you make to make this a better learning experience for you?

7. Comments:

Evaluation 2

THE ADULT LEARNER

"The adult's mental learning state is not a blank chalkboard on which the teacher can write as he/she wishes. Neither is the adult learner's head an empty pail to be filled with the knowledge and ideas of the teacher. The adult learner's chalkboard already has many messages on it, and his mental pail is already almost full. The teacher's job is not to fill a tabula rosa, but to help the particular participants to organize their own thoughts and skills." Draves (1984, p. 7)

Please respond to the following questions.

1. Do you agree with this particular approach to learning?

2. Has this approach to adult learning been successfully met within this course, Developmental Curriculum II. Please explain your answer.

3. Did you feel that the team teaching approach was a useful way in presenting the materials of this course? Why so/ or why not?

4. Were the instructional materials well selected?

5. Where the assignments/tests useful to you? Explain your comments.

6. What changes would you make to make this a better learning experience for you?

7. Comments:

WORKSHOP EVALUATION

Evaluation of Parent/Caregiver Workshop

1. Did you find this method of presentation helpful?
   Yes, greatly 1 2 3 4 5 No, not much

2. How would you rate instructional materials used in this course?
   Excellent 1 2 3 4 5 Poor

3. Was this workshop worthwhile in terms of the overall experience?
   Very worthwhile 1 2 3 4 5 Not worthwhile

4. What other kinds of workshops would you be interested in attending?

5. What suggestions or comments do you have?

6. Do you intend to implement any of the activities, ideas or suggestions made?

APPENDIX H

Time Lapse Questionnaire

1. Where the strategies of the course of value to you?

   Which ones in particular?

   Which ones did you find less helpful?

2. Which components did you implement within your own practicum situation?

3. How successful were you with your implementation?

4. What further support strategies would have been useful to you?

5. Did you find the course structure an adequate way of providing help?

6. Do you have any suggestions to make?

APPENDIX I

CHALLENGES OF THE 90'S

DEVELOPMENTALLY APPROPRIATE PRACTICES

ECE OCAAT's Conference

Wednesday, May 24

10:00 - 1:00	Registration	
12:30	Lunch	
1:30 - 4:00	Sharing Sessions	1. ECE Issues 2. Course Content 3. New Ideas 4. Video Viewing
5:30	Dinner	
7:00	New Horizons A lively discussion between today's key players in the OCAAT ECE field - Council of Regents, Vision 2000, Ministry of Education, Ministry of Communication, Ministry of Community and Social Services, Ministry of Colleges and Universities, and the audience	
8:30	Wine and Cheese with music to soothe	

Thursday, May 25

7:00 - 7:30	Wake up: Keep Fit Session
8:00	Breakfast
9:00	Keynote Address: Teaching Children/Teaching Adults; Creating the Match
10:00	Nutrition Break
10:15	Workshops - Participants' choice

WORKING WITH CHILDREN	WORKING WITH ADULTS
1. Staff Empowerment Through Supervision	1. Student Empowerment; taking responsibility for their own learning.
2. Creative Problem Solving Through Music	2. Teaching Style
3. A Thread of Life-Physical	3. Conflicts in Students

	Activity	Returning to School
4.	Setting up Environments to Enhance Children's Creativity	4. Computer Based Learning; changes to the learning/teaching environment.

11:45	Break
12:30	Lunch
1:30	Workshops - Participant's choice

	WORKING WITH CHILDREN	WORKING WITH ADULTS
1.	Multiculturalism Programming	Adult's are Individuals too!
2.	Child's Responsibilities In Learning	Instructional Alternatives on Campus and at a Distance.
3.	Children and Computers	Student in ECE Overcoming Inhibitions
4.	Realites Francophones	Education Continued for ECE Educators

3:00	Nutrition Break
3:15 - 4:30	Reflections; As I See It.
5:30	Dinner
7:00 - 8:15	Care for the Care Giver
8:30	Lady Belle Boat Trip

Friday, May 26

7:00 - 7:30	Wake Up Physical Activity
7:30 - 8:30	Breakfast
9:00 - 10:00	The Kids on the Block - Creative Dramatics With Puppets
10:00 - 10:15	Nutrition Break
10:15 - 11:30	Discussion groups to focus on issues that allow us to Work From Our Dream Outward - hosted by dynamic leaders.

12:30 Lunch

AGENDA POSSIBILITIES FOR CAAT'S CONFERENCE

CHALLENGE OF THE 90'S

DEVELOPMENTALLY APPROPRIATE PRACTICES

QUESTIONNAIRE (for lab school personnel)

Please indicate, by a checkmark, workshops that you would be particularly interested in. Please add specific detail where possible.

1. Innovative use of environmental space (set-up, changes, innovative use of existing space).....

   _____
   _____

2. Development of interest centres (indicate specific centres you are interested in).....

   _____
   _____

3. Developing problem solving strategies in children.....

4. Making large group activities more child-directed.....

5. Integrating the arts.....

6. Evaluation/observation techniques.....

7. Reporting/sharing of ideas.....

8. The teacher as a facilitator.....

9. Advocacy.....

10. Setting limits.....

11. Other.....

    _____
    _____
    _____
    _____

AGENDA POSSIBILITIES FOR THE CAAT'S CONFERENCES

CHALLENGE OF THE 90'S

DEVELOPMENTALLY APPROPRIATE PRACTICES

QUESTIONNAIRE (faculty)

Please indicate, with a checkmark, workshops you would be particularly interested in. Please add specific detail where possible.

1. Developmentally appropriate practices for the adult learner.....

2. Teaching adults in non-traditional ways.....

3. Integrating the theory and the practice.....

4. Core curriculum for the E.C.E. educator.....

5. Non-traditional alternatives to evaluating the adult learner.....

6. Developing problem solving strategies in adult learners.....

7. Other.....

_____

_____

_____

_____

APPENDIX J

CONFERENCE EVALUATION

1. How would you rate the conference as a whole?

Example:	highest						lowest	Example:
extremely glad I came; very productive	7	6	5	4	3	2	1	extremely disappointing not at all what I wanted

Comments:

_____

_____

_____

2. How would you rate the informational content of the program?

Example:	highest						lowest	Example:
extremely informative; many useful ideas and facts	7	6	5	4	3	2	1	extremely uninformative very few facts and ideas

Comments:

_____

_____

_____

3. How would you rate the keynote speaker?

Example:	highest						lowest	Example:
extremely interesting, many useful ideas and facts	7	6	5	4	3	2	1	extremely uninteresting few facts, ideas

Comments:

_____

_____

_____

4. How would you rate the A.M. Workshop? Name of Workshop? _____

Example:	highest						lowest	Example:
extremely interesting, many useful ideas and facts	7	6	5	4	3	2	1	extremely uninteresting few facts, ideas

Comments:

_____

_____

_____

5. How would you rate the P.M. Workshop? Name of Workshop?
_____

Example:	highest						lowest	Example:
extremely interesting, many useful ideas and facts	7	6	5	4	3	2	1	extremely uninteresting few facts, ideas

Comments:

_____

_____

_____

6. What specific information was of greatest value to you?

_____

_____

_____

7. What specific aspect of the Conference would you suggest for improvement?

_____

_____

_____

APPENDIX K

COURSE OVERVIEW OF CHILD-DEVELOPMENT/OBSERVATION & ASSESSMENT

CONTENT AREAS FOR CHILD DEVELOPMENT AND OBSERVATION AND ASSESSMENT

A) OVERVIEW OF LEARNING CHARACTERISTICS

1. Perceives world from his/her own point of view

2. Uses language to reflect his/her thoughts, activities and social world

3. Is curious and needs to manipulate things within the immediate environment

4. Perceives things in the whole or in part, but may not be capable of perceiving interrelationships

5. Acts without considering the consequences of actions

6. Thinking is reflected in the child's every day actions

Students will be presented with concrete examples of each of above learning characteristic (slides, films, videos).

After each presentation, students will discuss what they feel the learning characteristics are.

Through this discussion, the bias of the student should surface.

Students will then be presented with the reality of the situation; the learning characteristic.

Students will develop a checklist of various examples of each learning characteristic.

Checklists may then be implemented.

Thus students are involved in the total process right from the beginning -

OBSERVING

IDENTIFYING BIAS

LEARNING ABOUT CHILD DEVELOPMENT

DEVELOPING TOOLS TO OBSERVE

IMPLEMENTATION

INTERPRETATION

B) MOTOR DEVELOPMENT

Child Development	Observation and Assessment
Size & weight	development of tools that
Bodily posture	denote presence or absence
Physical Attractiveness	of a skill/stage
Large muscle development	checklists of
agility	norms
strength	physical descriptions
endurance	ball skills
balance	climbing skills
rhythm	balancing skills
speed	scribbling stages
Fine motor development	art stages
hemisphere dominance	cutting skills
hand preference	self help - dressing
Importance of Nutrition	- eating
	- toileting

ACQUIRING LANGUAGE

Telegraphic speech	discussion of implemented
Types of sentences used	motor checklists
questions	
statements	development of frequency
negatives	counts - purpose/use
Verb forms	
Over/under extensions	checklists - lang. usage
Repetitions	- parts of
Speech Patterns	- speech
vocab.	- specific
Age of control	
Norms	
receptive/expressive/non-verbal	

SOCIALIZATION

Play	discussion of implemented
Norms	language checklists
Sex roles	review frequency counts
Identification	develop duration counts
Imitation/social roles	develop definitions
Social behaviours	checklists - play
(age group discussions of	- social behav.
toddlers, 3-4, 5)	- attention span
	- preferred play
	- affective states

COGNITIVE DEVELOPMENT

Child Development	Observation and Assessment
pre-operational child	discussion of implemented
representations	socialization checklists
egocentrism/perspectives	descriptive checklists
emerging abilities	start of cognitive skill
conservation	development checklists
seriation	-classification
classification	-colour
class inclusion	-shape
memory	

15 WEEK OVERVIEW BY TOPICS

Week 2 - overview of learning characteristics
Week 3 - " " " "
Week 4 - role play 1
Week 5 - motor development
Week 6 - motor development + assignment
Week 7 - language development
Week 8 - language development + assignment
Week 9 - socialization/play
Week 10- " "
Week 11- socialization/play + assignment
Week 12- role play 2
Week 13- cognitive development
Week 14- " "
Week 15- cognitive development + assignment

APPENDIX L

DEVELOPMENT OF SUPPORT STRATEGIES FOR CHILD-DIRECTED PROGRAMS

DEVELOPMENTALLY APPROPRIATE PRACTICES

COURSE: Development of Support Strategies for Child-Directed Programs

COURSE GOAL: To provide support strategies to the practitioners within early childhood education programs to;

1. enhance techniques for individual practicum problem solving.
2. establish a networking system between similar practicum locations.
3. provide opportunities for choices for professional development for individual practitioners.
4. establish a catalogue for the sharing/availability of resources within the community.
5. identify key people to assist in the development of future support groups and the maintenance of existing groups.

COURSE FORMAT: It is the intent of this course to involve the adult learner in the development, implementation and evaluation of the activities within that structure. Participants are asked to indicate choices for future course content offerings on the attached form. The course will run once a month for eight months. Therefore, further opportunities exist to deal with current concern by filling in an outline/agenda and returning this form two weeks prior to the next scheduled class.

EVALUATION: Participants are required to monitor their own learning and are requested to give their input at the scheduled times to change/adapt program content as required. Every attempt will be made to meet individual concerns, but due to the size of the group, the most common concerns will be addressed first. Participants will therefore, need to make careful selections to insure that their interest and concerns are being met.

READINGS: Students will receive regular handouts during the duration of the course.

AGENDA FOR FIRST SESSION

OBJECTIVES:

1. Participants will become more aware of the dilemmas facing them, both within their particular work settings and within the whole early childhood community by viewing films and by discussing problems

and concerns that are pertinent to them.

2. Participants will identify through discussion some of the major issues and concerns that exist at
   a) individual levels within practicum locations
   b) locally
   c) provincially

3. Participants will give input to the future direction of this program by filling in the questionnaire and discussing methods of presentation.

SUGGESTED READINGS: Developmentally Appropriate Practices
Play Together Grow Together
Teaching With Less Talking
Miseducation

PLEASE FILL IN THOSE AREAS THAT ARE OF PARTICULAR INTEREST TO YOU. (Information was gathered from requests of practitioners from a Loyalist College Needs Assessment)

1. PARTICULAR SKILL DEVELOPMENT COMPONENTS

Interest Centre Development (state centres interested in)_____
_____
_____
_____

Developing Problem Solving Strategies In Children_____
_____

Making Larger Group Instruction More Child-Directed (state activities)_____
_____
_____
_____

Integrating the Arts_____
_____

Observation Techniques_____

Implementation Techniques_____
_____
_____

2. PLANNING APPROPRIATE ENVIRONMENTS_____

3. STRATEGIES FOR PARENTAL INVOLVEMENT_____

4. RECRUITMENT/TRAINING OF VOLUNTEERS_____

5. REPORTING/SHARING TECHNIQUES_____

6. THE TEACHER'S ROLE AS THE FACILITATOR_____

7. TIME MANAGEMENT_____

8. ADVOCACY_____

9. DEALING WITH THE DIFFICULT CHILD_____

10. DEVELOPMENT OF SELF MADE LEARNING ACTIVITIES_____

11. OTHER_____

_____

_____

_____

_____

_____

RESULTS OF QUESTIONNAIRE

1. PARTICULAR SKILL DEVELOPMENT COMPONENTS

Interest Centre Development	Number of Responses	Mon.	Tues.
- language	1	x	
- science	2	x	x
- math	3	x	
- gross motor centres	1	x	
- using space for different age groups	1	x	
- all	1	x	
- interest centres for toddlers	1	x	
- interest centres for 2-4 year olds	1	x	
- art - different activities	2	x	x
- music	3	x	x
- cooking experiences	1	x	
- housekeeping	2	x	x
- drama	1	x	
- carpentry	2	x	x
- manipulative	2	x	x
- creative	2	x	x
- environmental awareness	2	x	x
- story time	2	x	x
- tactile activities	1	x	
- awareness of sound	1	x	
- utilized within home setting	1	x	

- crafts	2	x	x
- blocks	1		x
- sand	1		x
- puppetry	1		x
Developing Problem Solving Strategies in Children			
- sharing	2	x	x
- cooperation	1		x
- within the children's problems	1	x	
-dealing with the overly aggressive child	2	x	x
- observing and evaluating this progress	6	x	x
- no comments	7	x	x
Making Larger Group Activities More Child-Directed			
- circle	7	x	x
- language development - writing, printing word recognition	1		x
- gross motor activities	3	x	x

	Number of Responses	Mon.	Tues.
- creative	1	x	
- music	2	x	x
- story time	1		x
- cooking	1	x	
- play	1	x	
Integrating the Arts			
- coping with age differences in the same setting	1	x	
- becoming more comfortable within self, in this area	1		x
- music	1	x	
- no comments	3	x	x
Observation Techniques			
- observing and interacting with children	2	x	x
- no comments	5	x	x
Implementation Strategies			
- develop - using child-directed techniques	1		x

- getting parents and other staff involved	2	x	x
2. PLANNING APPROPRIATE ENVIRONMENTS			
- no comments	9	x	x
- outdoor	3	x	x
- at home	1	x	
3. STRATEGIES FOR PARENTAL INVOLVEMENT			
- getting parents to understand reasons for changes in program	2	x	x
- no comments	8	x	x
4. RECRUITMENT/TRAINING OF VOLUNTEERS			
- no comments	3	x	x
- use of the volunteer	2	x	x
5. REPORTING/SHARING IDEAS			
- no comments	10	x	x
- communication binders, cataloguing, newsletters, resource sharing			

	Number of Responses	Mon.	Tues.
6. THE TEACHER AS THE FACILITATOR			
- no comments	8	x	x
- hard to step back	2	x	x
7. TIME MANAGEMENT			
- no comments	6	x	x
- hard for one person	2	x	x
- obtaining necessary resources	2	x	x
8. ADVOCACY			
- no comments	2	x	x
- difficulty expressing issues	1	x	x
9. DEALING WITH THE DIFFICULT CHILD			
- no comments	10	x	x
- aggressive	1	x	
- restless	1	x	

10. DEVELOPMENT OF SELF-MADE LEARNING GAMES

- no comments	9	x	x

11. OTHER

- activities reinforcing intuitive development	1		x
- strategies to implement one activity for all groups	1	x	
- issues of standardized testing/ early I.D.	1	x	
- how to cope with frustration levels of changing to more child-directed program	1	x	

RECOMMENDATIONS FOR NEXT AGENDA

1. Making large group instruction more child-directed
2. Reporting/sharing Techniques - 2 responses
3. Teacher's role as the facilitator - 2 responses
4. Ways to make creatives more child-directed
5. Setting up of interest centres and outdoor activities
6. Developing problem solving techniques in children - 2 responses
7. Finding out about different school programs

AGENDA TWO

Both groups seemed to express a desire to discuss how to
1. develop more problem solving strategies in children
2. developing strategies as a teacher to become more of a facilitator
3. develop strategies for reporting/sharing techniques.

Since items two and three are somewhat related, it would seem appropriate to deal with these three topics on Monday and on Tuesday evenings.

OBJECTIVES

1. Participants will discuss
   a) what the role of a facilitator is
   b) strategies to initiate and maintain that role
   c) problem solve how this role might be carried out in specific situations.

READINGS: Talking With Children About Their Art

2. Participants will look at and discuss the following components to provide children with more opportunities to become active problem solvers;
   a) materials
   b) location and set up of materials
   c) types of interaction patterns between children and adults

READINGS: 1. Creative Problem Solving Through Music Activities
2. Teaching With Less Talking
3. Science and Early Childhood Curriculum

3. Participants will look at different ways to share/report information with parents. Discussion on the merits and weaknesses of the different samples will be shared in writing and verbally. PLEASE BRING YOUR PARTICULAR IDEAS AND THE TOOLS YOU USE FOR THIS PURPOSE TO THIS CLASS.

READINGS: Making Conferences Work

4. Discussion of future agenda.

SUMMARY OF DISCUSSIONS CONCERNING ISSUES AND DILEMMAS FROM SESSION I·

1. Dilemmas that face the E.C.E. educators at the provincial level, as identified in first session by the participants of both groups are summarized below.

Two Ministries regulate Early Childhood Education programs,
the Ministry of Community and Social Services and the Ministry of Education.

Comparison of the Services as Offered by the Two Ministries

Ministry of Community and Social Services	Ministry of Education
LACK OF: 1. inter-ministry communication including common professional terminology	
-one time capital start-up -direct operation grants equipment and personnel limited time frame	-all resources, supplies, equipment fully supplied
-user fee	-no user fee
-low profile - provincially recognized as E.C.E. Educators	-provincial recognition of educators as teachers
-low salary levels	-salary scales dependent on educational level
-lack of provincial unity	-strong professional identity
	-too much red tape- I.P.R.C.
-lack of common curriculum provincially	-common curriculum defined provincially
-supportive documents from appropriate ministry	
-licensing concerns only with minimal standards	-quality issues documented by Ministry documents and mandates
-low child/adult ratios	-high child/adult ratios

2. Major issues and concerns that exist within this locality, as identified by both groups, are presented in summary below.

a) Many basic needs of children are not included in the education of influential people, (city planners school board personnel, architects, parents, doctors, teachers, members of parliament, public health officials) who help provide for the environment for teaching children. Basic needs for children include, but are not limited to the following:

- philosophy of teaching children
- play space
- equipment and materials
- "styles" of teaching
- who is the best teacher for a particular age group.

b) Today, many families are two income families. Families are faced with a subsequent lack of time and a lack of energy and are therefore, less likely to become as involved in the education of their children.

c) The re-education or re-training of individuals, involves the fact, that these individuals must have a need, interest or desire to continue their education. These individuals must also realize that if they are not satisfied with the way things are, they need to

gain more knowledge about their specific area of concern. Somehow, the time necessary to do this must be found.

d) Sharing of the need to change children's programs to more developmentally appropriate programs, should start with the E.C.E. student. The next step would be to bring the concerns and issues to the attention of the community at large, parents, professionals, school boards, etc.

e) Money should be made available to encourage teachers to continue educate themselves. Re-allocation of the money presently used, might be one way to make more funds available.

f) Teachers have lost a valuable resource. Women in the work force are no longer able to volunteer in classroom situations. Other means of additional help need to be found for classroom help.

g) Crowded conditions in some of the JK and SK classes may lead to inappropriate programming for young children.

h) Lack of information to the public about services available for child care may also lead to inappropriate practices for.
The need to develop a "Child Care Registry" similar to that of Family Space that is more particular to the individual region it services. One is being developed in the Stirling area.

i) More facilities like Family Space should be developed and put into the rural areas. The distance involved in taking children to Belleville for a morning is often too long and the time able to spend at the facility, too short. Also it is difficult to use the facilities during the hours of operation if individuals are working full time and have a longer way to drive.

j) Development of a realization within parent populations that the school board is very approachable if the parent wishes to discuss concerns that go beyond the individual school level.

3. Major issues and concern within individual practicum locations as discussed by both groups, are summarized below.

a) Parental attitudes
- parents feelings that children should be brought up as they have been brought up
- child-directed activities interfere with the norms that parents expect children to accomplish
- limit of time available to discuss with parents the value of more child-directed activities
- the "hurried" parent, parents do not take the time or have the time to read information as presented on the bulletin boards
- do parents really have a keen interest in the philosophy established by the program their child is involved in?
- how can we as teachers intrigue them?
- parent volunteers who offer to help tend to do the creative for their child so that it will look nice
- finding adequate time to keep parents informed and involved
- parent education - how?

b) Individual teachers becoming comfortable in and expanding in their new role as facilitators

c) Setting limits on behaviours in the classroom
- whom does the problem affect?
- how much freedom can be given to the children?
- what are more appropriate ways of redirecting

children
-safety

d) How to develop skills in children to be able to do things by themselves and for themselves i.e. preparing their own snack?

e) How to handle the transition of the child/staff/parent from a teacher-directed to a child-directed program?

f) Staff concerns
- the seeming need for fewer staff in teacher directed programs
- adequate staff size
- skill development needed to increase observation/recording techniques for teachers
- agreement on philosophy statements
- staff development - relief time to go and see other centres, take additional courses/workshops

g) Environmental concerns
- adequate funding for materials and equipment
- how to set up indoor/outdoor play areas
- safe outdoor play areas
- adequate storage facilities
- increased need for more space in child-directed programs

h) Planning concerns
- how to measure progress on a daily basis
- how to plan for children's interests as they tend to vary a lot
- how to plan for spontaneous learning
- how to structure time to allow for spontaneous activities to occur

i) Children with special needs
- how to provide the necessary structure and activities to help the child cope

j) Ministry expectations
- licensing requirements in conflict with a more child-directed program
- need to increase developmentally appropriate programs upward through the grades

COMPARISON OF MAJOR CONCERNS AND ISSUES BETWEEN DAYCARE/NURSERY SCHOOLS AND JUNIOR KINDERGARTENS

DAYCARE/NURSERY SCHOOL	JUNIOR KINDERGARTEN
-planning for a variety of age groups when all grouped together	- communicating/showing parents the value of play i.e. socialization product vs process
-re-educating parents and staff	- what is appropriate - what is not
-adventure playspace - safety?	
	- inconsistencies in expectations i. e. 3 R's
-time management - scheduling - flexibility	
-cooperation between staff to change i.e. understand and agree upon new philosophy	- child-adult ratios class size to large no time for children with special needs

-not enough play space with appropriate equipment
-lack of developmentally appropriate equipment/materials
-number of children
-identification of children with special needs
-behaviour management of children with special needs
-how to program for special needs within program
-formal testing procedures inappropriate

AGENDA THREE (continuation of Agenda Two)

OBJECTIVES

1. Participants will look at and discuss the following components to provide children with more opportunities to become active problem solvers;
   a) materials
   b) location and set up of those materials
   c) types of interaction patterns between children and adults

READINGS:
1. As outlined in Agenda Two
2. Children's Language: Learning Words From Experience
3. Cooperative Problem Solving in the Classroom: Enhancing Young Children's Cognitive Development

2. Agenda item 3 from Agenda Two

3. Discussion of future agenda.

Please do not forget to bring the following;

Ideas and samples of reporting techniques you use with the parents of the children within your programs.

SUMMARY OF DISCUSSION ON TYPES OF PROBLEM SOLVING SITUATIONS THAT MIGHT BE PROVIDED FOR YOUNG CHILDREN.

1. Supplying children with real materials that offer opportunities to recreate real situations

   eg. construction site - appropriate vehicles, tools, clothes, wood, signs

2. Providing additional space to expand activity

   eg. creating a roadway to coordinate with other centres
   ie. blocks, sand, water

3. Provide additional materials

   eg. traffic signs, large scale drawings of motorways, construction of buildings, film/books as related to that topic

4. Provide additional information

   eg. visit to a construction site similar to one under construction within the classroom, visit to different construction sites, guest speakers, films, books

5. Teacher as the facilitator
   a) join into both play and conversation
   b) offering new strategies as needed ie. drawing a plan of the proposed activity
   c) offer opportunities to expand existing activity ie. new materials/resources
   d) asking open ended questions to extent prompt children to look for alternatives
   e) observe children to identify when and how to interact
   f) redirect play to other ares so that children's plans could be fulfilled
   g) expansion of follow up activities to include the interest sparked during play into

other activities ie. artwork, discussion, story writing, recording
h) offering suggestions for new ways of exploring play activity
i) provide materials as needed by the children
j) allow for a flow of materials from one activity centre to another
g) providing appropriate time frames

Summary of discussions on reasons for teacher to become involved with activities;

1. children ask for help
2. encourage multiple use of materials
3. encourage opportunities to problem solve
4. provide opportunities to make decisions
5. provide opportunities to extend play activity
6. provide opportunities to use appropriate language skills both written and oral
7. provide new materials to allow for further experimentation
8. encourage group cooperation
9. enhance skill levels of individuals
10. provide opportunities to make generalization and allow for integration of skills
11. encourage cooperative use of materials for different ability levels
12. provide appropriate limits to encourage quality of play

AGENDA 4

Goal: To increase practitioner awareness of appropriate language expansion techniques.

Objectives: Participants will view and discuss the information presented in the following video program - Kinetic Inc. - GOOD TALKING WITH YOU
Participants will discuss and list techniques for each of the language expansion techniques as listed under each of the video selections.

Video 1 - OH SAY WHAT THEY SEE: AN INTRODUCTION TO INDIRECT LANGUAGE STIMULATION TECHNIQUES

Discussion Points: direct language techniques
indirect language techniques - descriptions, action descriptions, parallel-talk, self-talk, expansions, expansions plus

VIDEO 2 - NOW YOU'RE TALKING: TECHNIQUES THAT EXTEND CONVERSATIONS

Discussion Points: importance of conversations
techniques to establish conversations
information-talk
indirect corrections

VIDEO 3 - BETWEEN YOU AND ME: FACILITATING CHILD-TO-CHILD CONVERSATIONS

Discussion Points: how to build skills to engage in conversations -attend, share ideas and topics, make relevant comments, answer and ask questions take turns, keep on topic, start and end conversations, give and follow directions, refer questions, and interpret information

PLEASE REMEMBER TO BRING EXAMPLES OF DIFFERENT EVALUATION/REPORTING/INTERVIEWING STRATEGIES THAT YOU HAVE USED FOR THE NEXT SESSION.

AGENDA 5 AND 6

EVALUATION/REPORTING/INTERVIEWING

Objective: Students discuss the pros and cons of the following different types of evaluations/reporting techniques:

1. Summative Evaluation
2. Formative Evaluation
3. Information Sharing
   - Reading - Making Conferences Work
   - Techniques - bulletin boards
     - newsletters
     - child interview
     - collection of child's work
     - observational data
     - interviews
     - report cards
     - program meetings
     - discussion groups

APPENDIX M

Summary of the Raw Data

Type of Scale	Number of Item	Number of Responses per Choice Category					Total Number
		1	2	3	4	5	
Support Group	1	10	8	2			20
	2	7	11	3		1	22
	3	3	17	1	1		22
	4	5	16	1			22
	5	18	1	3			22
	6	13	7	2			22
	7	20	1	1			22
	8	18	2	1			21
	9	20	1	1			22
	10	21			1		21
	11	20	2				22
	12	13	9				22
	13	8	9	5			22
	14	11	8	1	1		21
	15	14	7	1			22
	16	22					22

Students' Observation Assignment

Type of Approach	Number of Responses Per Category									
	1	2	3	4	5	6	7	8	9	10
consistent	1	11	1	11	2	10	3	9	12	0
consistent and alternate	9	3	10	2	4	8	7	4	6	6
alternate	10	2	10	2	10	2	9	3	6	6

Key

1 - subjective
2 - objective
3 - missing components
4 - required components
5 - missing interpretations
6 - all interpretations
7 - less than 5 observations
8 - 5 plus observations
9 - same format
10 - different format

APPENDIX N

SETTING UP DEVELOPMENTALLY APPROPRIATE ENVIRONMENTS

SESSION I - TACTILE EXPERIENCES

Objective: Individuals will actively participate in the following activities.

A) Please look at the three centres set up along the outside wall of the room. In small group discussions;
   1. try to identify what type of play was intended for those activities
   2. try to list the purposes of the different activities
   3. list the language concepts that are being developed.

B) Pick one of the boxes provided. In a small group discussion, decide;
   1. age of appropriateness
   2. purposes of activity
   3. language concepts being developed.

SESSION TWO

Objectives:

1. Participants will discuss how to set up environments that encourage language development.
2. Participants will classify materials provided into the three categories of interest centres, self-directing/self-correcting, self-directing open-ended and teacher-instructed exploratory.
3. Participants will utilize materials as presented in the attached interest centre plan to fill in relevant information on interest centre development.
4. Participants will develop one interest centre using the materials provided.

Resources:
1. Video - Kinetic Films
2. Article - Teaching With Less Talking
3. Overview of - purposes of interest centres.
   - types of interest centres.
4. Plan for interest centre development.

SESSION 3 - CREATIVITY

Suggested Reading: Take the road to creativity and get off you dead end by David Cambell

Objectives:

1. Participants will participate in a variety of individual and group activities to identify the various aspects of creativity.
2. Participants will read and discuss several different perspectives about the creative process.
   a) creativity as a cognitive process
   b) creativity involving all the senses
   c) creativity described in developmental stages or phases

SESSION 4 - WORKING WITH FOOD

Objectives:

1. Individuals will actively participate in the following activities, progressive line cooking, and measurement, sorting/classifying, and matching activities.

2. Individuals will discuss and record the following information in small groups; a) Pick one activity to work on.
   b) Give the purposes of the activity.
   c) List other materials necessary.
   d) What adaptations are necessary for the different age groups ie. toddler to 8.
   e) List the vocabulary you might wish to expand.

SESSION 5 - BLOCK PLAY

Objectives:

1. Participants will develop resource lists based on the following information.
   a) material for the actual construction,
   b) materials to take apart and put together,
   c) materials for filling and emptying,
   d) materials for role play,
   e) materials to decorate with.
2. Participants will discuss the merits of different methods of storing the materials children use.
3. Participants will discuss the different stages of play, what the expectations for each child at that stage are and what materials need to be provided for each stage.
4. Participants will discuss management techniques under

the following headings, space, storage, limits,

accessories, and clean up.

5. Participants will complete a variety of activities to identify purposes/skills and problem solving involved in different block play activities for young children.
6. Participants will discuss how individual block areas in their centres might be changed to enhance more participation, higher problem solving skills.

AGENDA 6 - SCIENCE ACTIVITIES

Objectives:

1. Participants will discuss the various aspects and values of science activities. (experimentation, problem solving, methodology, related competencies, charting/recording techniques, scientific method)
2. Participants will develop resource material lists for science activities.
3. Participants will review all areas set up. In small groups, one activity is to be developed as outlined on the activity cards.

APPENDIX O

TABLES TO SHOW COMBINATIONS OF PERCENTAGE SCORES

Combinations of Percentage Scores

Dimensions Measured	Combined Scores of Categories 1 and 2	3, 4 and 5
SUPPORT GROUP		
total number	92.8	7.3
perceived learning	88.9	11.0
teacher instruction	95.4	4.6
student interactions	89.2	10.7
learning materials	99.9	0.0
DEVELOPMENTALLY APPROPRIATE ENVIRONMENT		
total number	98.2	1.9
perceived learning	94.5	5.6
teacher interaction	99.0	1.0
student interactions	100.0	0.0
learning materials	100.0	0.0
CONFERENCE		
total number	96.9	3.0
content	96.6	3.3
keynote	93.3	6.8
workshops	80.8	19.1